

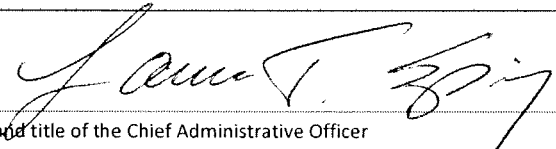
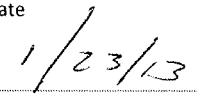
New York State Education Department
Application Cover Sheet
School Improvement Grant (SIG) 1003[g]

DO NOT WRITE IN THIS SPACE	
Log Number	Date Received

District (LEA)			LEA Beds Code:	
Schenectady City School District			53060001000	
Lead Contact (First Name, Last Name)				
Lori McKenna				
Title	Telephone	Fax Number	E-mail Address	
Director of Planning and Accountability	(518)881-3405	(518)881-3409	mckennal@schenectady.k12.ny.us	
Legal School Name for the Priority School Identified in this Application			School Beds Code	
Hamilton Elementary School			5306000100009	
Grade Levels Served by the Priority School Identified in this Application			School NCES #	
K-6			362601003578	
Total Number of Students Served by the Priority School Identified in this Application			School Address (Street, City, Zip Code)	
436			1091 Webster Street	
School Model Proposed to be Implemented in the Priority School Identified in this Application				
Turnaround <input type="checkbox"/>	Restart <input type="checkbox"/>	Transformation X	Closure <input type="checkbox"/>	

Certification and Approval

I hereby certify that I am the applicant's Chief 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 application guidelines and instructions, and that the requested budget amounts are necessary for the implementation of this project. I understand that this application constitutes an offer and, if accepted by the NYSED or renegotiated to acceptance, will form a binding agreement. I also agree that immediate written notice will be provided to NYSED if at any time I learn that this certification was erroneous when submitted, or has become erroneous by reason of changed circumstances.

CHIEF ADMINISTRATIVE OFFICER	
Signature (in blue ink)	Date
	
Type or print the name and title of the Chief Administrative Officer	
Laurence T. Spring, Superintendent of Schools	
DO NOT WRITE IN THIS SPACE	

ORIGINAL

RECEIVED

JAN 25 2013

CONTRACT ADMINISTRATION

(NB)

SUBMISSION CHECKLIST - Turnaround, Restart, and Transformation Models

Documents For Submission	Checked – applicant	Checked – SED
Application Cover Sheet (with original signatures in <u>blue ink</u>)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proposal Narrative (Including District-level Plan, School-level Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment A Consultation and Collaboration Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment B School-level Baseline Data and Target Setting Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment C Evidence of Partner Effectiveness Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attachment D Budget Summary Chart	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Two FS-10 Forms: one for the Pre-implementation Period and one for the Year One Implementation Period. (FS-10 available here: http://www.oms.nysed.gov/cafe/forms/)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Memorandum of Understanding (only if proposing a Restart model)	<input type="checkbox"/> N/A	<input type="checkbox"/>
Assurances for Federal and Discretionary Program Funds	<input checked="" type="checkbox"/> As part of coversheet	<input type="checkbox"/>
SED Comments: Has the applicant submitted all of the documents listed above? <input type="checkbox"/> Yes <input type="checkbox"/> No Reviewer: _____ Date: _____		

Hamilton Elementary School – Schenectady City School District
1003 (g) School Improvement Program Application
January 25, 2013

I. District-level Plan- Turnaround, Restart, and Transformation Models

A. District Overview

The LEA must demonstrate a commitment to success in the turnaround of its lowest achieving schools and the capacity to implement the model proposed. The district overview must contain the following elements:

- i. Describe the district motivation/intention as well as the theories of action guiding key district strategies to support its lowest achieving schools and ensuring that all students graduate high school ready for college and careers.

The Schenectady City School District has an overarching *Theory of Action* that guides all of our actions. This theory of action includes knowing who our students are, which ones are struggling, which are soaring and which have become stalled. It demands that we know what particular areas of the curriculum students have mastered and which specific sub-skills continue to be problematic. Our theory accepts that the very best intervention is high quality initial instruction; but, when students fall behind, we need to intervene with intensity in a highly focused manner. We must have high standards and a rigorous program for our students and we must keep our instruction within each student's zone of proximal development. We know that students tend to attribute success and failure to factors outside their control; we must take great effort to teach them that effort leads to learning and achievement. We must provide social and emotional learning to help mitigate these efforts. The following understandings will guide us to help all SCSD Student to be both college and career ready, on track for mastering NYS Common Core Learning Standards and 21st Century skills and competencies.

- The effective use of student demographic and achievement data helps us to know which students are struggling with which skills throughout our system. Additionally, monitoring these data helps us to find areas where student race, poverty or disability is acting as predictors of student's achievement. All of this information helps us to re-allocate resources to places where it is more urgently needed.
- The most important piece of this equation is that we have high quality initial instruction happening in the classrooms. Teachers must design high quality lessons that engage and challenge students in rigorous and authentic work. However, when we find that a student has fallen behind in content or skill, we must intervene with intensity. This intervention must be focused, specific, and directed.
- Instructional planning for students must include constant assessment to identify where students are and how ready they are for the next set of content or skills. Instruction must be adjusted based on this information to keep students in the "Zone of Proximal Development" – that area of learning that is not too challenging as to be discouraging, but not too easy as to allow "coasting".
- Students tend to learn that success in school comes from being "smart" and that if they are not successful it is because they are not "good at school," as though these things are

pre-destined and that they cannot influence them. Being smart and achieving in school are both related to the type and amount of effort learners invest. We must teach our students how to put forth hard effort and link those efforts to incremental improvements in achievement.

- ii. **Provide a clear and cogent district approach and set of actions in supporting the turnaround of its lowest achieving schools and its desired impact on Priority Schools.**

All SCSD schools have completed an Education Systems Review Process and schools identified prior to the 2012/2013 school year have completed the School Quality Review. Significant student achievement gaps exist in all schools; these gaps are disproportional across our highly diverse student body. There is a significant need to 1) strengthen capacity to utilize equity-based data to make programmatic, personnel, and resource allocation decisions in schools throughout the district; 2) improve capacity to meet the needs of diverse student populations; 3) develop new programmatic systems directed to reduce achievement gap patterns; 4) strengthen capacity for curriculum improvement to align with the Common Core State Learning Standards and address the needs of diverse student populations. Aligning data systems and developing assessments is an integral part of the process for systemic change.

To affect systemic turnaround district wide in all schools and across all student sub-groups, the Schenectady City School District is currently working with a partnership led by New York University's Metropolitan Center for Urban Education. Supporting partners for this systemic turnaround process will include: the District Management Council, the New York State Technology Enterprise Corporation (NYSTEC), Learning Technology Visions, and the Northeast Regional Information Center (NERIC). ***To expand the capacity for district wide turnaround of low performing schools, the SCSD proposes to use of this school improvement grant award to work with the Institute for Learning to focus on improving curriculum and instruction and ensuring alignment to the Common Core State Standards.***

Our partners from the Metro Center are in the process of training district leaders in how to lead and manage a system to close achievement gaps and improve instruction for all students. Our other partners will help us create the quality elements of that system – instructional design elements, assessments and data systems. During the 2012-14 school years, Metro Center will provide the following technical assistance support to district and school leadership including: 1) root cause and data analysis process; 2) curriculum improvement and intervention process; 3) data management process; and 4) executive planning process.

The District Management Council is focusing their expertise on educational inquiry and equity on the needs of students with disabilities to improve the District Special Education Program. The District Management Council will provide an opportunity review to support quality systems improvements addressing: 1) consistent eligibility and exit criteria for students receiving Special Education services; 2) quality reading instruction and research-based intervention to prevent the need for student classification; 3) scheduling and staffing; and 4) the role of paraprofessionals.

Current district data systems often make analysis more complicated and cumbersome than it should be. The district has multiple data systems that do not communicate with the other

systems. The SCSD's primary data systems include: *Performance Plus* (assessment system), *E-School* and *Clear Track* (student information systems), *Finance Manager* (finance and human resource systems), and *Trans-Finder* (transportation). This project will allow the district to develop and implement a robust system for data driven inquiry and evidence-based decision making processes. These processes require data integrity and the ability to integrate previously disconnected pieces of information.

The New York State Technology Enterprise Corporation (NYSTEC) is helping to identify technology solutions to adapt to the changing technology needs of systemic turnaround process by: 1) documenting the requirements for student accountability; 2) documenting the requirements for teacher and principal effectiveness; 3) defining and documenting the requirements of the integrated database; 4) defining and documenting the requirements for additional data entry or import; 5) defining and documenting data analysis and report requirements; 6) preparing bid documents for an integrator to create the desired system(s); and 7) providing support for system implementation and testing.

Learning Technology Visions is assisting the SCSD by providing comprehensive and systematic analyses of what we are doing with assessments and data and how we can change what we are doing to make better short and long-term uses of data as a means for driving instruction, allocating resources and making operational program improvements. Learning Technology Visions will provide technical support for implementing APPR requirements so that such data is accessible for decision making on the classroom, school and district levels.

NERIC's Systems and Network Technical Coordinator will soon be working on-site, addressing district's technology needs. The data/systems specialist will support the technical and instructional staff development needs of district and building leaders.

To complement and enhance existing district wide capacity to turn around low performing schools we propose to work with the Institute for Learning to 1) deepen teachers' understanding of the Common Core Standards; 2) develop a better understanding of the type of instruction needed for students to acquire deep understanding of the content; 3) explore the role of academically productive talk in developing student understanding; 4) provide models of materials that support this type of instruction through IFL curricular units; and 5) teach teachers how to develop similar materials or enrich the materials they have to better support students.

iii. **Describe the evidence of district readiness to build upon its current strengths and identify opportunities for system-wide improvement in its Priority Schools.**

The district's approach to transform Hamilton and all underperforming schools incorporates equally important components working in concert. These synergistic components include: 1) A Principal, with true educational leadership skills and vision; 2) curricula closely aligned with the common core state standards at each grade level; 3) highly-effective teachers using best practices targeted to children's specific needs; 4) assessment to inform practice and provide accountability for results; and 5) parent and community engagement. The Superintendent of Schools works directly with each principal and the SCSD has district-level department teams to assist principals in strengthening each of these required components. These district-level departments include: 1) Instructional Support (staff development, Response to Invention,

instructional program leadership and support); **2) Student Support** (special education, counseling, health, safety, violence prevention and student conduct); **3) Planning and Accountability** (data warehouse accountability and registration, planning and reporting, grant development and compliance); **4) Central Services** (facilities, operations and maintenance, technology, transportation, food service,); **5) Human Resources** (recruiting and hiring, benefits); **6) Business and Finance** (budget management, accounting, payroll and accounts payable).

Lori McKenna is the District Director for Planning and Accountability and Karen Swain, Assistant Director of Planning and Accountability focus on data assessment and reporting. They are supported by two data specialists. The Planning and Accountability team analyzes student performance by accountability groups and share that information with Principals, Curriculum Coordinators, Department Chairs and Teaching and Learning Coaches to support targeted interventions to meet the needs of each student and each student accountability group.

Strategic data analysis to improve student performance is a priority. Currently the SCSD's primary data systems include: *Performance Plus* assessment system, *E-School* and *Cleartrack*.

B. Operational Autonomies

The LEA must provide operational autonomies for Priority Schools in exchange for greater accountability for performance results in the following areas: 1) staffing; 2) school-based budgeting; 3) use of time during and after school; 4) program selection; and 5) educational partner selection. In addition to providing quality responses to each element requested in this section of the Project Narrative, the Priority School must have school-level autonomy in at least two of these areas for an acceptable rating in this category. Applications that provide quality responses and that are granted anywhere from 3 to 5 of these autonomies will receive a rating of exemplary for this category. The LEA must respond to each of the following:

- i. Describe the operational autonomies the LEA has created for the Priority School in this application. Articulate how these autonomies are different and unique from those of the other schools within the district and what accountability measures the district has put in place in exchange for these autonomies.

The Superintendent of Schools has empowered the Principal of Hamilton School to make the necessary changes to transform this Priority School into a high performing school. The principal will have the responsibility over the building budget, hiring decisions, use of time during and after school, program selection, and shaping the direction of building-level professional development through professional learning communities. *CASDA will work with Hamilton School Principal, Michelle Vanderlinden and her staff to develop a new vision for the school and an action plan to implement it.*

- ii. Provide as evidence formally adopted Board of Education policies and/or procedures for providing the school the appropriate autonomy, operating flexibility, resources, and support to reduce barriers and overly burdensome compliance requirements.

The Schenectady City School District is a small urban district. The district does not have overly burdensome internal procedural requirements that extend above and beyond compliance with NYS Department of Education Regulations.

In order to ensure that principals have the greatest operational flexibility and autonomy, the district recently streamlined its organizational structure to have principals report directly to the Superintendent of Schools, rather than a more bureaucratic approach.

- iii. Submit as additional evidence, supporting labor-management documentation such as formally executed thin-contracts or election-to-work agreements, or school-based options, that state the conditions for work that match the design needs of Priority School.

The SCSD has successfully negotiated with its labor unions and received NYSED approval for its APPR Plan. The Hamilton School Improvement Plan has been developed in accordance with all existing labor agreements and the negotiated and approved APPR agreement. In the case that the Hamilton Principal and teachers determine that they would like to make mid-course corrections that go beyond the scope of the current labor agreements, then at that time a Memorandum of Agreement would have to be negotiated between the SCSD and the SSDA (principal), or SFT (teachers) Union.

C. District Accountability and Support

The LEA must have the organizational structures and functions in place at the district-level to provide quality oversight and support for its identified Priority Schools in the implementation of their SIG plans. The LEA plan for accountability and support must contain each of the following elements:

- i. Identify specific senior leadership that will direct and coordinate district's turnaround efforts and submit an organizational chart (or charts) identifying the management structures at the district-level that are responsible for providing oversight and support to the LEA's lowest achieving schools.

Lori McKenna, Director of Planning and Accountability is the primary person in the SCSD to direct and monitor the district's the transformation of low performing schools. She and the Superintendent of Schools will meet with the Hamilton School on a biweekly basis to review and discuss progress. Student assessments, progress reports, attendance, and discipline referral data will be collected and analyzed quarterly by the Office of Planning and Accountability. This data will be disaggregated by each student sub group to determine if gains are being made in a given area by students across the board or if there a disproportional effect. It is not only important to raise achievement to be sure that there is equity in such gains.

Monitoring the interventions- Ms. Karen Swain, Assistant Director of Planning and Accountability will assist Ms. McKenna the Hamilton School Implementation Manager in using the **E-School** data system to flag interventions for each student to correlate to specific student interventions. Such tracking will include: correlating enrollment in the school based health care center or participation in specific extended day learning and enrichment programs with improvements in school attendance, and decreases in behavior referrals and school suspensions. If programs are not showing evidence of effectiveness through monthly data reviews, then the Office of Planning and Accountability will work with the school principal and the service provider to develop strategies for program improvement. All service contracts are renewed annually contingent upon successful performance. If programs are not showing evidence of success after attempts to improve strategies, then the Office of Planning and Accountability will work with the building principal to solicit Requests for Proposals from similar service providers so that students' needs are addressed in the wrap around service model.

Please see Attached District Level Organizational Chart.

Describe in detail how the structures identified in “i” of this section function in a coordinated manner, to provide high quality accountability and support. Describe and discuss the specific cycle of planning, action, evaluation, and feedback, and adaptation between the district and the school leadership. This response should be very specific about the type, nature, and frequency of interaction between the district personnel with school leadership and identified external partner organizations in this specific Priority School application.

- ii. For each planned interaction, provide a timeframe and identify the specific person responsible for delivery.

Time line	Interaction	Person(s) Responsible
Bi weekly beginning 4/13	Meetings with District Level Systemic Support Partners (By Phone or in Person)	Director of Planning and Accountability
Weekly (ongoing)	Meetings of District Leadership Teams	Superintendent of Schools
Bi Weekly beginning 4/13	Meeting with Transformation School Principal (Hamilton)	Meeting with Transformation School Principal (Hamilton) & Director of Planning and Accountability
Quarterly beginning 4/13	Quarterly Data Review (Equity Report Card) Meetings with Hamilton Building Leadership Team and Educational Partner	Superintendent, Director of Planning and Accountability, Director of Instruction and Director of Student Support
Weekly beginning 4/13	Building Leadership Team Meetings with all partners	Principal, School Implementation Manager, CASDA, Child Guidance, with Hometown Health (as appropriate)

The LEA must have a clear understanding of the type and nature of teachers and leaders that are needed to create dramatic improvement in its lowest-achieving schools. In addition, the LEA must have a coherent set of goals and actions that lead to the successful recruitment, training, and retention of teachers and leaders who are effective in low-achieving schools. The LEA's plan must include each of the following elements:

- i. **Identify and describe recruitment goals and strategies for high poverty and high minority schools to ensure that students in those schools have equal access to high-quality leaders and teachers.**

The District's policy is to hire the highest quality candidate for every job. Each year the SCSD Human Resources conducts outreach and receives a large pool of highly qualified candidates for every position, including candidates reflective of the diversity of our students. Each Principal has equal access to all of the candidates in the hiring pool to interview for openings.

- ii. **Describe the district processes for altering hiring procedures and budget timelines to ensure that the appropriate number and types of teachers and principals can be recruited and hired in time to bring schools through dramatic change.**

The district has revised its internal policies and developed incentives to ensure more timely notifications of pending teacher retirements and resignations. These changes have resulted in a much more streamlined hiring process. Our district is aware of vacancies much earlier and therefore is able to begin the recruitment process much earlier to hire the most highly qualified applicants.

The Schenectady City School District has used technology to increase its recruiting profile and applicant pool. The newly developed online application process has been very popular with applicants for teaching positions. To find out more about the online application process, visit SCSD website at <http://www.schenectady.k12.ny.us/> and click on Human Resources.

The SCSD Human Resources Department conducts an annual recruitment fair and has developed positive working relationships with Schools of Education in the Region, the State, and beyond. These strategies ensure that the district is able to hire the appropriate number of qualified teachers and principals at any given time.

- iii. **Identify and describe any district-wide training programs designed to build the capacity of leaders to be successful in leading dramatic change in low-achieving schools. In addition, describe how these programs are aligned to the specific implementation of the model chosen (Turnaround, Restart, or Transformation). Provide a history of these or similarly purposed programs in the district, how they are or have been funded, and identify whether the school principals chosen to lead the new school designs proposed in this application have emerged as a direct result of these programs. Please identify the goals in terms of quantity and quality of effective leader development.***

Recent cuts to state educational aid and the implementation of the two percent budget cap have significantly diminished professional development and training in the district. There are currently no district wide training programs to build capacity of leaders to lead change in the district.

The multi-year Systemic Supports Grant has funded resources to allow the SCSD to work in partnership with the NYU Metro Center and other partners to effective district wide systemic improvements. However, this work is in its infancy and no district wide training has taken place as of this date.

- iv. **Identify and describe any district-wide training programs designed to build the capacity of teachers to be effective**

specifically in low-achieving schools. Provide a history of these programs in the district, how they are or have been funded, and identify whether the instructional staff chosen for the new school designs proposed in this application have emerged as a direct result of these programs. If the programs are newly proposed, please identify the goals in terms of quantity and quality of effective teacher development. *

While the SCSD does not have any current district wide programs specific to low performing schools, the SCSD mentoring program and the district's effort to increase the number of Nationally Board Certified teachers addresses this need.

The SCSD has offered a mentoring program for new teachers for approximately ten years. This program is of minimal cost and is supported by local funds. The Mentoring program matches highly qualified teachers with a minimum of five years in their tenure area with new or struggling teachers.

The SCSD provides a salary stipend incentive for teachers who earn National Board Certification. There is a professional development course offered through the Schenectady Teachers' Center to help prepare teachers for the process. The Professional development course is funded through the Schenectady Teachers' Center, and the salary stipend for Nationally Board Certified teachers is paid from local funds. As a result of these efforts, the Schenectady City School District has one of the largest percentages of Nationally Board Certified teachers in New York State.

The district is also proposing to work with the Institute for Learning to develop district wide training to 1) deepen teachers' understanding of the Common Core Standards; 2) develop a better understanding of the type of instruction needed for students to acquire deep understanding of the content; 3) explore the role of academically productive talk in developing student understanding; 4) provide models of materials that support this type of instruction through IFL curricular units; and 5) teach teachers how to develop similar materials or enrich the materials they have to better support students.

- v. Identify in chart form, the district-offered training events for items "iii & iv" above, scheduled during the pre-implementation period (April 1, 2013, to August 31, 2013) and year-one implementation period (September 1, 2013 to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

Institute for Learning - District Wide Professional Development

	Planning	Year 1	Year 2	Year 3
MATH	Review of Curriculum and Planning only	Grade level bands 3-5 and 6-8 will engage in 4 full-day sessions per grade band. Teachers will study and use performance-based	Continue work with grade level bands 3-5 and 6-8. Teachers will engage in three sessions per grade band. Focus on the concept of	Math focus on development & implementation of the District's mathematics curriculum. Teachers will engage in four sessions per

		<p>assessments with students as a means of deepening their understanding of the Common Core Standards and gaining a better understanding of the type of instruction needed for students to acquire deep understanding of the content.</p>	<p>fractions (3-5) and ratios and proportional relationships (6-8).</p> <p>Teachers will study sets of related lessons guides in order to determine how instructional materials support and develop student understanding.</p> <p>Start work with high-school teachers; they will engage in 4 sessions.</p> <p>Instructional goals for the high school will mirror those of developing a common vision CCSS teaching and learning of elementary or middle school mathematics.</p>	<p>grade band.</p> <p>Teachers will: design and implement sets of related high-level tasks; write detailed lesson guides that include a task, possible solution paths, assessing and advancing questions and questions that target essential understandings during the share, discuss and analyze phases of the lesson.</p>
ELA	Review of Curriculum and Planning only	<p>Grade level bands 6-7, 8 and 9-12 will focus on Informational Texts and the shifts in CCSS. Teachers will study performance-based assessments and</p>	<p>Begin work with grade level band 4-5 while continuing work with grades 6-12, with a focus on literary texts. Teachers in grade band 4-5 will engage in three days of</p>	<p>Grade band 4-5 will continue their study of units with a focus on a literary unit.</p> <p>Teachers will engage in 3 days of Professional Development</p>

		<p>engage in a lesson as a learner as a means of deepening their understanding of the Common Core Standards.</p> <p>Teachers will examine the three shifts in CCSS and work issues of text complexity. Each group will engage in two days of Professional Development (with grade 6-12 together).</p> <p>Each of the three groups will then engage in three days of Professional Development around an IFL curricular unit.</p>	<p>Professional Development around a non-fiction unit.</p> <p>Teachers in grade band 6-7, 8, and 9-12 will engage in 3 days of Professional Development for training and implementation of two Analysis of Theme literary units and one literary unit to be developed.</p> <p>Teachers will engage in related lessons in order to determine how instructional materials support and develop student understanding.</p> <p>One day of classroom visits will be provided for each grade band in support of unit implementation.</p>	<p>around implementation of a literary unit.</p> <p>Teachers in grade bands 6-8 and 9-12 will engage in 4 days of Professional Development on unit overview development for informational texts.</p> <p>One day of classroom visits for each grade band will be provided.</p>
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*The district-wide training and professional development programs to be identified in this section are those that are offered by the district to a group or cluster of like schools (Turnaround, Restart, Transformation) and/or to cohorts of teachers and leaders who will serve in them (e.g, training for turnaround leaders; training for teachers who need to accelerate learning in Priority Schools where students are several levels below proficiency; training for school climate and culture in Priority Schools, etc.). School-specific and embedded training and professional-development should be detailed in Section II. I.

E. External Partner Recruitment, Screening, and Matching

The LEA must have a rigorous process for identifying, screening, selecting, matching, and evaluating partner organizations that provide critical services to Priority Schools.

- i. **Describe the rigorous process and formal LEA mechanisms for identifying, screening, selecting, matching, and evaluating external partner organizations that are providing support to this Priority school.**

The District has developed a formal and rigorous process for selecting, screening and matching the needs of this priority school and other high needs buildings. In the case where there are multiple providers of similar services then a formal request for proposal is developed and mailed to all potential providers of that service. Such proposals are then judged by a diverse panel of school stakeholders against a rubric that had been published along with the request for proposal.

There are some cases where there are no comparable service providers, or where such work is a logical expansion of existing services. In such cases the Superintendent or his or her designee may propose a preliminary a scope of work with a provider to get a cost proposal. No contacts may be awarded until funding is secured and a detailed contact with quantitative deliverables is developed.

Contracts for services in the Priority Schools are for one year and may only be renewed beyond such period with clear performance results.

- ii. **Describe the LEA processes for procurement and budget timelines (or any modifications to standard processes) that will ensure this Priority School will have access to effective external partner support prior to or directly at the start of the year-one implementation period (September 1, 2013).**

The SCSD may solicit Request for Service Proposals contingent upon grant award funding so that the providers are able to begin working with Hamilton School and the District as soon as the funding award is granted.

As soon as the SCSD receives official notification from the NYSED that funds have been awarded, the office of Planning and Accountability works with the business office to establish and open codes for the grant program. Budget codes should be open within seven business days of receiving notification of funding from NYSED. Once the budget codes are open the MOA can be finalized and the purchase order can be written for services.

- iii. **Describe the role of the district and the role of the school principal in terms of identifying, screening, selecting, matching, and evaluating partner organizations supporting this school. Describe the level of choice that the school principal has in terms of the educational partners available and how those options are accessible in a timeline that matches the preparation and start-up of the new school year.**

The Principal and the Building Leadership Team is central in the process of identifying, screening, selecting, matching, and evaluating building level partner organizations. Lori McKenna and the Office of Planning and Accountability and the SCSD Office of Central Services provide technical support the Building principal as needed.

In the case of Hamilton, partner selection grew out of existing initiatives in the building.

CASDA Faculty Provide support as Outside Educational Experts for Hamilton and are familiar with the strengths and weaknesses in the school. Given their experience in the region and their existing role in the school it was a logical expansion to provide OEE support for implementing the School Transformation Model.

For the past two years counselors from Northeast Parent and Child Society's Child Guidance Program have been offering four hours of on-site early evening counseling hours for students and families on a fee-for service basis or insurance reimbursement basis. The needs for these on-site services have dramatically out-paced the limited resources available. As parents, students and staff have established a trusted relationship with Child Guidance, the Hamilton Principal wanted to expand those services to support a full-time counselor working year round, supporting daytime and evening hours for on-site counseling services for child and family counseling needs to address the significant mental health concerns that have been noted in the building.

In Spring 2012, Hometown Health, a community health services provider invited Hamilton school to be a partner in a US Department of Health Resources and Services Administration (HRSA) grant to establish an on-site school based health center. On December 31, 2012, Hometown Health was awarded the grant to provide start-up funds to establish the health center. Hometown Health will ensure sustainability by providing the medical care staff for the school-based center. Hometown Health did request School Improvement grant funds for an Enrollment and Outreach Coordinator. This position would build capacity for sustainability of the School based health center by signing up students and getting families enrolled with insurance providers under the Affordable Healthcare Act. Providing health care on site will help to keep students healthy and in school. Students often miss many days of school when they are sick from Asthma or conditions such as strep throat because their parents do not have transportation to take them to the doctor's office.

F. Enrollment and Retention Policies, Practices, and Strategies

The LEA must have clear policies, practices, and strategies for managing student enrollment and retention to ensure that Priority Schools are not receiving disproportionately high numbers of students with disabilities, English-language learners, and students performing below proficiency.

- i. Identify and describe similarities and differences in the school enrollment of SWDs, ELLs, and students performing below proficiency in this Priority School as compared with other schools within the district. Discuss the reasons why these similarities and differences exist.

Hamilton has one of the highest free and reduced lunch rates in the District, and it also has a higher than average enrollment of students of color. The percentage of students with disabilities and the percentage of ELL students are within range of other elementary schools in the District. The academic achievement of Hamilton's students with disabilities and ELL students is similar to that of the other elementary schools in the SCSD. Hamilton and all SCSD schools will be developing "Equity Report Cards" to measure data quarterly by each student sub group to support improved accountability. This will ensure that all students are not just making gains, but ever mindful of are closing achievement gaps.

- ii. Describe the district policies and practices that help to ensure SWDs, ELLs, and students performing

below proficiency have increasing access to diverse and high quality school programs across the district.

This year the SCSD implemented new attendance zones across the district to reduce transportation costs to keep the budget within the two percent budget cap. Wherever possible students attend the neighborhood school closest to their home or the magnet school closest to their home. Parents have the choice of sending their child to the neighborhood school or to enter a lottery for magnet school of choice nearest to their home.

The free and reduced lunch rate for Schenectady Elementary ranges from a low of 67% to a high of 96%. All schools are highly diverse ranging from approximately 55% to 71% students of color in each elementary building. Although students now attend schools closer to their homes, the schools are a reflection of the increasingly diverse tapestry that comprises all city neighborhoods.

- iii. Describe specific strategies employed by the district to ensure that Priority schools in the district are not receiving or incentivized to receive disproportionately high numbers of SWDs, ELLs, and students performing below proficiency.

There are no policies in place to incentivize schools to receive a disproportional number of students with disabilities, ELL students or low performing students. Parents still have a choice of the neighborhood school or entering a lottery for a magnet school of choice.

G. District-level Labor and Management Consultation and Collaboration

The LEA/school must fully and transparently consult and collaborate with recognized district leaders of the principals' and teachers' labor unions about district Priority Schools and the development and implementation of the plan proposed for this specific Priority School proposed in this application. The evidence of consultation and collaboration provided by the LEA must contain each of the following elements:

- i. **Describe in detail the steps that have occurred to consult and collaborate in the development of the district and school-level implementation plans.**

The development process included a series of four planning meetings beginning in November 2012 with members of the team reporting out to the broader Hamilton PTO for input. The meetings included the Michele Vanderlinden, Hamilton Principal, faculty members, including the SFT building representative, parents, and a member of the paraprofessional school support staff. District level representatives also attended these planning meetings. These representatives included: Lori McKenna, SCSD Director of Planning and Accountability, Alison Taylor, SCSD Director of Instruction, Ann Jackson, SCSD Director of Student Support Services, Steven Boynton, President of the Schenectady Administrator's Association, and Suzanne DeWald, SCSD Development Officer.

- ii. **Complete the Consultation and Collaboration Form and submit with this application (Attachment A).**

Please see Attached

II. School-level Plan – Turnaround, Restart, Transformation

A. School Overview

The LEA/school must demonstrate a clear and organized synopsis of the major quality design elements of the school. In addition, the executive summary should be suitable in substance and grammar for sharing with the general public, including essential stakeholders such as families, students, and school-level educators. This executive summary may also be used by NYSED to share school plans with stakeholders statewide, other LEAs, and will be posted to the NYSED website. The school overview must address each of the following elements:

- i. Provide and describe the clear vision, mission, and identify one to three goals of the proposed model, to be achieved at the end of three years of implementation of this plan.

The goals of the Hamilton Elementary School Improvement Grant are:

- 1) To increase student achievement so that every child is on track for mastery of Common Core State Standards and 21st Century Learning Competencies that will serve as the foundation for success in college and careers.
- 2) To improve the well-being of students as measured by increased attendance and decreased behavior referrals.
- 3) To increase parent engagement and satisfaction with Hamilton School.

- ii. Explain how the school plans to achieve its vision, mission, and goals by identifying and describing its research-based key design elements, core strategies, and key partnership organizations to assist in the plan implementation.

The proposed approach combines significant improvement for the academic program at Hamilton addressing all aspects of teaching and learning but also addresses the whole child and the family through a wrap around supports model. It is important to address the other factors affecting the lives of our children and families if we are to make true gains in transforming Hamilton Elementary School.

The following are the key design features through project planning and implementation.

Planning Process (4/1/13 – 8/31/13)

Identified Need	Design Feature/Element	Provider /Persons Responsible
Ensure successful implementation of School Transformation model	Support planning process	CASDA
To support principal by addressing wrap around supports, student behavior,	Hire full time School Implementation Manager (3 year 5 month position)	Principal, School Based Leadership Team, CASDA

and parent engagement		
SQR , CEP- (DDI),Implementing CCLS, Use of RtI, differentiated learning	Summer Professional Development Institutes with topics to include: literacy across the curriculum, data informed instruction, technology and co-teaching.	CASDA
CEP	Purchase Smart Boards to support differentiated learning, 21 st Century Skills	School Principal with support from SCSD Office of Central Services
SQR , CEP- (DDI),Implementing CCLS, Use of RtI, differentiated learning	Purchase Library Books to strengthen the collection to align with CCSS and to be more culturally and linguistically relevant to students and families	School Librarian, School Principal with support from teachers

Year 1 Implementation

Identified Need	Design Feature/Element	Provider /Persons Responsible
SQR, CEP	Develop and implement an instructional program that includes: a comprehensive, rigorous and coherent curricular program aligned with Common Core Learning Standards Assessment and accountability systems to monitor student progress and engage in continuous improvement Data informed interventions for all students Use of the most effective and appropriate technologies to support teaching and learning	Building Principal and Building Leadership Team with support from CASDA
Planning team	Purchase supplemental classroom learning materials to expand and enhance learning strategies and differentiate instructional approaches	Building Principal and Teachers
SQR, CEP	Develop and use a consistent Professional Learning Community (PLC) model and provide professional development for teacher teams for implementation of effective Lesson Study (data review, classroom goals, lesson plans, piloting lessons, peer observation)	Building Principal and Building Leadership Team with support from CASDA
SQR, CEP	Implement an effective co-teaching	Building Principal and

	program which includes professional development for general education and special education teachers as well as classroom paraprofessionals	Building Leadership Team with support from CASDA
Planning team	Hire Two FTE Teaching Specialists to serve as Co Teachers for implementing and modeling RTI and Differentiated instruction based on Data analysis (these are two year positions and will be phased out over the course of the grant)	Building Principal and Building Leadership Team
SQR, CEP	Provide embedded professional development to assist teachers with the integration of technology (including Smart Boards, Promethean Boards, mobile laptops) to support instruction	CASDA
Planning team	Hire a full time floating substitute to enable embedded professional development and daytime grade level collaboration	School Principal
Planning team	Purchase Lap Tops to be shared between classrooms to support project based learning and 21 st Century Skills development.	School Principal with support from SCSD Office of Central Services
Planning team	Design, implement and evaluate an extended learning program (extended day and summer program) that develops 21st Century competencies, reflects Common Core Learning Standards and incorporates instructional data from the school day program.	CASDA
Planning team	Provide Extended Day Enrichment and RtI Support (M-Th, 2 hours per day)	Hamilton Teachers
Planning team	Provide school-based Summer Support and Enrichment	Hamilton Teachers;
Planning team	Provide Additional off site summer Enrichment (SCCORE Program)	Schenectady Co Youth Bureau and SCSD Teachers
Planning team	Establish School Based Counseling Center	Child Guidance, School Implementation Manager,
Planning team	Establish School Based Health Center (through HRSA Grant) <i>SIG funds will be used to hire an outreach coordinator to build capacity toward sustainability.</i>	Hometown Health, School Implementation Manager
Planning team	Establish Family Center	School implementation Manager
SQR	Hire parents as outreach liaison	School Principal and

	consultant to encourage diverse parents to become more engaged in the school	School Implementation manger
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B. Assessing the Needs of the School Systems, Structures, Policies, and Students

The LEA/school must demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs that are identified as the result of a systemic analysis process. The assessment of needs section must address each of the following elements:

- i. **Complete the School-level Baseline Data and Target-Setting Chart (Attachment B).**

SEE ATTACHED

- ii. **Use statistics and descriptive language, to describe the population of students the school serves, and the unique needs of sub-groups (e.g.: students with disabilities, English language learners, students from households that are eligible for free or reduced lunch, first-generation college-goers, and/or students traditionally underrepresented in college).**

Hamilton Elementary School has been identified as a **Priority School** by NYSED and serves **436 students** in grades **K-6**. Hamilton has a **93% free and reduced lunch rate** compared with an 80% free and reduced lunch rate district wide. The student body is **41% Black, 17% Hispanic, 13% Asian** (mostly Guyanese); **29% White; 15.6 % SWD**; and approximately 7% ELL (Fall 2012 redistricting moved ELL students to their home school). Hamilton student accountability groups failing to meet AYP in the English Language Arts include: All Students, Black Students, and Economically Disadvantaged Students. Student accountability groups failing to meet AYP in mathematics include: All Students, Black Students, White Students, and Economically Disadvantaged Students.

Hamilton School is located in Schenectady's Mont Pleasant Neighborhood (12303 Zip) and is one of the poorest, most racially isolated schools. Once solidly working class neighborhood, the challenges of drugs, gangs and violence have spread from Schenectady's most urban core the adjacent Mont Pleasant Neighborhood.

Community -Census data indicates that Schenectady and the Mont Pleasant neighborhood are experiencing population growth and a sharp increase in child poverty. A data comparison of the U.S. Census Bureau 2000-2010 indicates that the City of Schenectady's population increased by 6.98 % from 61,821 to 66,135. ***The most recent American Community Survey Data indicate a child poverty rate of 50.8%, making it the 13th highest in the nation.***

Educational levels – Schenectady High School, the city's only high school has a graduation rate of 59%. Many children attending Hamilton Elementary School would be the first in their family to attend college.

Teen Pregnancy - In 2010 alone there were 295 pregnancies for teens ages 15-19 in the City of Schenectady, compared with 202 in 2009 (***Teen Pregnancies on the Rise in the City*** - Daily Gazette, May 2, 2012). The Principal of Schenectady High School Has noted a dramatic increase in the number of pregnant students.

Abuse and Neglect - Based on the most recent data available from the Schenectady County Department of Social Services and the NYS Central Abuse Registry (2009), more children in Schenectady are called into the NYS Central Abuse Registry than anywhere in the state. 9.7% of the Schenectady County child population was called into the Hotline, alleged to have been abused or maltreated compared with a the median percentage statewide of 6.8%.

A Community At-Risk - Far too many of the students living in the target neighborhoods are surrounded by poverty, drugs, gangs and gun violence. Gang-related violence is a major concern. In May, 2011, the FBI worked with local authorities to arrest 44 members of the Fourblock Gang on charges related to major drug distribution, murder, and drive-by shootings. In April, 2012, twelve members of the rival Uptown Gunners Gang were arrested under federal indictments. Both of these gangs are largely centered in the core of the city including the Hamilton Hill, **Mont Pleasant**, and nearby Central State Street Neighborhoods.

This violence has had a significant impact on our students. During the 2008-2009 school year, SHS experienced a cluster of four student suicides involving African-American females under the age of 16. During that same period an additional 80 students were hospitalized for suicide attempts or suicidal ideations. Investigations by law enforcement and mental health professionals indicate that these events were related to gang initiation rites involving physical violence and sexual assaults as well as related bullying and humiliation via Internet social networking sites. Several Fourblock Gang Members were later implicated in the bullying-related suicides (***Suicides Led to Gang Sweep*** - Daily Gazette, May 26, 2011). Predictably, mental health concerns remain a problem throughout the neighborhoods.

Researchers Catalano and Dawkins of the University of Washington developed the Prevention Needs Assessment (PNA) to measure both risk and protective factors in adolescents. These researchers have investigated the relationship between risk and protective factors and youth problem behavior. Their findings indicate risk factors such as 1) extreme economic deprivation; 2) family management problems; 3) family conflict; 4) academic failure; 5) lack of commitment to school; 6) early initiation of drug use/problem behavior; and 7) friends who use drugs or engage in problem behavior are highly predictive of ***substance abuse, delinquency, teen pregnancy, school dropout*** and ***violence***.

SCSD 2011 Prevention Needs Assessment (PNA) data gained from surveys given to a randomized sample of students at each level in Grades 7-12 indicate a lower level of family, community, and personal protective factors and significantly higher levels of risk factors across all grade levels compared with the norm. The **key protective factors** from the 2011 SCSD PNA are assets on which our community-oriented school model will build, but they also double as indicators of significant need: ***1) Family Attachment*** - measuring students' perceived value and connection within the family structure – SCSD 7th graders' responses rated a score of 32.5%, significantly **lower** than the Bach Harrison norm of 57.6%; and ***2) Interaction with Prosocial Peers*** - measuring the level to which students associate with peers who engage in positive pro-social behaviors - SCSD 7th graders' responses rated a score of 41.1%, significantly **lower** than the BH norm of 48.6%.

Key risk factors from the 2011 SCSD PNA emphasize significant needs, together with timely opportunities to do exemplary work that others can replicate: 1) ***Low Neighborhood Attachment*** - measuring levels of neighborhood satisfaction and connectedness - SCSD 7th graders' responses rated a score of 72.0%, significantly **higher** than the BH norm of 34.0%; 2) ***Family Conflict*** - measuring levels of conflict in the home - SCSD 7th graders' responses rated a score of 50.5%, **higher** than the BH norm of 33.2%; 3) ***Exposure to Adult Antisocial Behavior*** - measuring exposure to adult substance abuse, illegal and risk-taking behaviors -

SCSD 7th graders' responses rated a score of 63.5%, significantly **higher** than the BH norm of 44.1%; and 4) ***Interaction with Antisocial Peers*** - measuring the amount of time students spend with peers who engage in problem behaviors - SCSD 7th graders' responses rated a score of 43.4%, significantly **higher** than the BH norm of 31.1%.

The School improvement Grant development team comprised of the principal, teacher, staff, union, district level and parent stakeholders indicated that many Hamilton families are under extreme stress, but show resilience and the School Turnaround model must build on that resilience so that all students can be successful.

- iii. Describe the systematic in-depth diagnostic school review of the school conducted by the district, a Joint Intervention Team (JIT), Integrated Intervention Team (ITT), or related outside education experts to determine its existing capacity, strengths, and needs.

Hamilton's School Quality Review process to determine its capacity, strengths and needs. The report was finalized in January 2012.

- iv. Describe the results of this systematic school review, including the existing capacity, strengths, and needs to dramatically improve student achievement.

The SQR completed in January 2012 identified strengths and made the following recommendations:

SCHOOL STRENGTHS

- There has been an increase in the time that English as a Second Language (ESL) teacher is assigned to provide direct service and professional development (PD) to staff to address the needs of English language learners (ELLs).
- The District has deployed several reading teachers to function as coaches and intervention specialists. They provide ongoing, job-embedded PD support and coaching in the areas of alignment of English Language Arts (ELA) curriculum with the New York State (NYS) P-12 Common Core Learning Standards (CCLS).
- The new school leader has a distributive leadership style; one of her first projects was to develop a shared school vision statement and motto.
- The District has implemented an "Administrator in Residency" program to expose teacher leaders who are certified in administration to administrative tasks as a means to build their leadership capacity.

COLLECTION, ANALYSIS AND USE OF DATA

RECOMMENDATIONS:

- Formalize the use of formative, interim, and summative assessments.

- Design and implement a practice of monitoring student progress consistently and effectively in order to adjust instruction.
- Disaggregate, analyze, and use data to identify the learning needs of all students, and particularly English language learners (ELLs) and students with disabilities.

TEACHING AND LEARNING

RECOMMENDATIONS

- Identify a consistent process to interpret data that is needed to modify classroom instruction.
- Provide PD to support teachers in defining proficiency and rigor and using curriculum maps to reflect student work.
- Design a consistent protocol for progress monitoring of all students, with a focus on students with disabilities and ELLs.

SCHOOL LEADERSHIP

RECOMMENDATIONS:

- Involve the SBLT in the development and implementation of the Comprehensive Educational Plan (CEP), focusing the plan on sustainability and consistency.
- Provide PD opportunities to involve staff in understanding the plan-assess-adjust cycle of continuous improvement.
- Identify accountability indicators and regularly monitor and adjust the accountability indicators based on data.

INFRASTRUCTURE FOR STUDENT SUCCESS

RECOMMENDATIONS

- Include a plan in the CEP for fostering home/school communication for all students, including ELL.
- Design an internal communication tool to alert all teachers of the opportunities and services available to parents and families in the community.

PROFESSIONAL DEVELOPMENT

RECOMMENDATIONS:

- Provide PD on using data to prioritize student needs, particularly for students with disabilities, African American students, and economically disadvantaged students.
- Offer differentiated PD that is based on the identified needs of students and meets the needs of adult learners.
- Hold teachers accountable for their learning and the incorporation of differentiated learning strategies into practice.
- Monitor the effectiveness of PD, i.e., changes in teacher knowledge/skill and classroom use of the strategies and changes in student performance.

FACILITIES AND RESOURCES

FINDINGS:

- The school library needs updating. It offers limited materials and resources for all subgroups.

OVERALL RECOMMENDATION:

The District and school should continue to seek resources to meet the diverse learning needs of students.

- v. Discuss how the LEA/school will prioritize these identified needs in the implementation of the SIG plan.

The Principal and Stakeholders on the School Implementation Development Team reviewed the SQR and the CEP and developed a plan prioritizing findings for transforming the school. The highest priorities were:

- 1) Using consistent assessment practices with data driven instructional methods
- 2) Implementing the cycle of plan, teach, assess, adjust consistently across the school
- 3) Access to high quality embedded professional development to integrate the CCSS and 21st Century Skills across the curriculum
- 4) Improving differentiated instruction
- 5) Strengthening capacity for effective use of Response to Intervention strategies (with co-teaching)
- 6) Taking a whole child approach to addressing student learning gaps.
- 7) Consistent use of Professional Learning Communities
- 8 Addressing the noted deficiencies in the School library
- 9) Improving parent engagement

C. School Model and Rationale

The LEA/school must propose and present the SIG plan as a plausible solution to the challenges and needs identified in the previous section, as well as the appropriate fit for the particular school and community. The SIG plan and rationale must contain descriptions of the following elements:

- i. Describe the rationale for the selected model (Turnaround, Transformation, or Restart), the research-based key design elements and other unique characteristics of the new school design. The rationale should reference the identified needs, student population, core challenges, and school capacity and strengths discussed above.

District leadership in partnership with Hamilton Elementary School stakeholders determined that there were many strengths noted in Hamilton School, and many of the noted inconsistencies and weaknesses were under a previous principal. With a new building principal with a successful track record could build on the strengths of the school, faculty and community and transform Hamilton into a successful wrap around services model.

Students at-risk of failing academically in school typically have high needs in all areas of development; however, a coordinated, supportive relationship among family, school, and community environments will assist in overcoming barriers and encourage positive developmental functioning (Bruns, Schoenwald, Burchard, Faw, & Santos, 2000). Development of community schools has been identified as a school-level priority at Hamilton, as well as a district-level priority of the Superintendent and the Board of Education. The community school model is often referred to as a wrap-around school or a full service School. Community schools address a full range of students' needs, academic, social, emotional, and health needs. The addition of wrap around services will complement academic strategies to allow students and families to fully focus on education. **Evaluations of community schools have found that this model is associated with improved student achievement, increased parental involvement in student learning, decreased student absenteeism, improved student mental and physical health and greater family knowledge of and access to community agencies (The Annie E. Casey Foundation, 2008; Blank, Melaville, & Shah, 2003; and the Children's Aid Society, 2005).** Improvements overall will hinge on multi-component interventions encompassing the neighborhood, its adult population—especially parents and neighborhood leaders, and the schools with special emphasis on building collective efficacy for children (Sampson, 2012) and augmenting family and community resources for children's aspirations and school improvement (Lawson, 2010).

- ii. Describe the process by which this model was chosen, including all steps taken to engage the school staff, leadership, labor unions, and community stakeholders in the design and decision-making processes for model selection and plan development.

The plan development began as part of a CEP process, and then stakeholders were brought together for a series of meetings after school and during faculty meetings to discuss identified needs and gaps and potential solutions for addressing those gaps and needs. Stakeholders were committed to taking a whole child approach to address the many pressing challenges brought on crushing poverty.

D. School Leadership

The LEA/school must have the mechanisms in place to replace the existing principal and select/assign a new school principal and supporting leaders that possess the strengths and capacity to drive the successful implementation of the SIG Plan. (While the replacement of the principal is not a requirement of Restart, the LEA and EPO should have the mechanism to replace the existing principal if through a screening process by the LEA / EPO, principal replacement is determined to be the best approach to ensuring school and student success.) Whether the principal is being replaced or not, the LEA must make the case by providing a clear rationale and supporting evidence that the principal identified is likely to be successful in effectively implementing the SIG plan. The selection and identification of the school principal and supporting school leadership must contain the following elements:

- i. Identify and describe the specific characteristics and core competencies of the school principal that are necessary to meet the needs of the school and produce dramatic gains in student achievement.

A Principal needed to transform a low performing school must have the following characteristics.

- Respecting and valuing every student, every parent, every teacher and every staff member
 - Willing to take a risk and try a different approach
 - Being a life-long learner to model learning for teachers and students alike
 - Being passionate about the transformative power of education
 - Being willing to do whatever it takes to make change happen
 - Being a proven leader
- ii. Identify the specific school principal by name and include in this narrative a short biography, an explanation of the leadership pipeline from which she/he came, as well as the rationale for the selection in this particular school. In addition, provide an up-to-date resume and track record of success in leading the improvement of low-performing schools;

Michelle Vanderlinden has served as Principal of Hamilton School since September 2012.. Prior to coming to Hamilton School Ms. Vanderlinden was the principal of VanCorlaer Elementary School in Schenectady for seven years. During her tenure at VanCorlaer, Ms. Vanderlinden consistently led the school to a rating of “In Good Standing” and she was named SCSD 2010 Principal of the Year.

Ms. Vanderlinden has over ten years experience as an Elementary School Teacher, and she was named the SCSD 1999 Teacher of the Year. She also has experience in coordinating literacy education, as well as programs for ELL students and Gifted students.

Ms. Vanderlinden brings the experience and passion needed to Transform Hamilton into a high performing school.

Please See Resume

OR

- iii. If the specific persons who will serve in this position are not yet known, describe the action steps necessary to put leadership in place, and identify the formal LEA/school mechanisms that enable this personnel action. The principal selected to lead the school must be in place no later than July 1, 2013, to

ensure sufficient time to lead summer activities in preparation for the beginning of the school year. Identify any barriers or obstacles to accomplishing these tasks, as well as strategies for overcoming them. If the principal selected to lead the school is not in place by July 1, 2013, or does not meet the quality standards set forth in this application, the SIG will be suspended immediately and the LEA will be at risk of having the grant terminated.

NOT APPLICABLE

- iv. Provide the specific job description and duties, aligned to the needs of the school, for the following supporting leadership positions; 1) assistant principal/s who will serve in the building; 2) School Implementation Manager (SIM), if the school is utilizing one.

Hamilton School Implementation Manager

Responsible for program administration and supervision of wrap around service components for School Improvement Grant including the Family Center, Extended Learning Programs, the School Based Health Center and the Counseling Services. Supports principal with student behavior matters and family outreach. This will allow the School Principal to focus on improving teaching and learning by consistently implementing plan, teach, assess, adjust cycle. The School Implementation Manager will:

- Support the principal in matters of student discipline and attendance
- Conduct parent outreach
- Supervise, and monitor program contracts with Child Guidance and other support partners including the Hometown Health
- Reach out to community partners and expand services as directed by the School Principal
- Assist the Principal in managing the program budget and purchasing
- Supervise data collection and reporting
- Provide building supervision in evening hours and summer when the School Principal is not available.

This is a full time year round position that requires a schedule that goes beyond that traditional school day. Typical work hours will be from 11:00 am to 7:30 pm

The School Implementation Manager reports to the Principal of Hamilton School

Qualifications: School Building Leader Certification Required.

- v. Describe and discuss the current supporting leadership profile of the school in terms of quality, effectiveness, and appropriateness to the model proposed and needs of the students. Identify specific individuals who will remain in supporting leadership positions from the previous administration and discuss the strategies employed by the new school principal and the LEA/school to ensure buy-in and support from the entire leadership team. Identify any barriers or obstacles to obtaining leadership buy-in or support as well as strategies for overcoming them.

Ms. Vanderlinden is new to the school as Principal. She has however, been a well respected member of the Schenectady City School District for the past 25 years. The Hamilton faculty has broadly embraced Ms. Vanderlinden. There are no other leadership positions in the building and no obstacles envisioned.

E. Instructional Staff

The LEA/school must have the mechanisms in place to assign the instructional staff to the school that have the strengths and capacity necessary to meet the needs of the school and its students. * The selection and identification of instructional staff must contain the following elements:

- i. Describe and discuss the current school-specific staffing picture in terms of quality, effectiveness, and appropriateness for the needs of students in this school. In addition, describe the specific quantitative and qualitative change that is needed in this school's staffing between the time of application and the start-up of model implementation.

The current faculty consists of consists of the following:

K Teachers - 2
Grade 1 Teachers- 3
Grade 2 Teachers- 3
Grade 3 Teachers- 3
Grade 4 Teachers- 3
Grade 5 Teachers- 3
Grade 6 Teachers - 2
Reading Teacher – 1
Special Education teachers-4
Librarian.5
Art Teacher-1
Music Teacher-1
Physical Education Teacher-1
Social Workers -1.5
School Psychologists .5

Each faculty member holds the appropriate certification in his or her area. Hamilton faculty range from early career professionals to highly experienced staff with more than 25 years of teaching experience.

In the fall of 2012 the SCSD administered the first pre-tests for Hamilton students in accordance with APPR regulations. As such HEDI are not yet available for Hamilton Teachers.

- ii. For each key instructional staff to be employed at the start of model implementation identify and describe the characteristics and core competencies necessary to meet the needs of its students.

As part of this School Improvement Process we plan on hiring two key positions in addition to the existing staff. We will be adding two Teaching Specialists (K-2 & 3-6) for Year 1 and Year 2 and phasing them out for year 3. These positions will be hybrid positions. They will provide both direct students support as co-teachers and they will also provide coaching for Hamilton teachers by training them in effective use of Co-teaching and RtI approaches. These positions are meant to be short term to help teachers to develop the skills that they need without becoming overwhelmed at the process of doing so. The presence of these teachers will also allow struggling students to accelerate learning to catch up to their peers.

Highly effective and experienced elementary level teachers from across the district will be recruited to take a leave of absence from their current positions to work at Hamilton for this two year period. Grant funds will be used to pay for their replacement teachers.

- iii. Describe the process and action steps by which existing instructional staff will be informed of the new model being implemented.

The existing instructional staff has been a part of the school improvement grant from its inception. The grant was discussed at faculty meetings and literacy team meeting. Faculty members were also invited to participate in the formal planning meetings, where they took a very active role in helping to shape the design of the Transformation Model Plan. .

- iv. Describe the process and identify the formal LEA/school mechanisms that enable all instructional staff to be screened, selected, retained, transferred, and/or recruited. Identify any barriers or obstacles to assigning the appropriate staff as required by the model and new school design, as well as strategies for overcoming them.

The implementation of the APPR has put in place a more structured, balanced and objective teacher evaluation process. The School Implementation Manager will allow the Principal to focus more time working with teachers to improve instruction. Building-based Transformation model resources including two co-teaching coaches, and CASDA provided professional development will provide embedded professional development as it is needed by teachers. When a teacher is not improving even with significant resources under a targeted improvement program, then he or she will need to be transferred from the school. Often such transfers are mutually determined by the teacher and the principal, however, the Hamilton School Principal will have the option to involuntarily transfer a teacher under the provisions of SFT contract.

When the Hamilton Principal needs to hire a teacher for a vacancy, she will determine the criteria for the position and work with the Human Resources Department on posting or advertizing the position as appropriate. The Principal will then get a pool of applicants meeting from which to screen and select for interview.

*This standard and the actions that accompany it are required regardless of the model chosen. If the Turnaround model is chosen for the Priority School in this application, responses to this section should be planned/proposed in the context of the requirements for that model, retaining no more than 50% of existing instructional staff. A new school staff meeting the Turnaround requirement must be in place prior to September 1, 2013. If Turnaround staffing requirements are not met by September 1, 2013 SIG funding will be immediately suspended and the LEA will be at risk of having the grant terminated.

F. Partnerships

The LEA/school must be able to establish effective partnerships for areas where the LEA/school lacks specific capacity on their own to deliver. The external partnership/s may vary in terms of role and relationship to the governance of the school. For example the type and nature of educational partner may range from a community-based organization providing wrap-around services with no formal governance functions to an Education Partner Organization (EPO) that has a direct role in governing the school. In either case, the partnerships articulated in this section should be those that are critical to the successful implementation of the school. LEA/schools are encouraged to have a few targeted and purposeful partnerships with a shared goal of college and career readiness, rather than a large variety of disconnected partner groups/services with multiple goals. For partnerships selected to support the implementation of the SIG/SURR plan, the LEA/school must provide a response to each of the following elements:

- i. **Identify by name, the partner organizations that will be utilized to provide services critical to the implementation of the new school design. Additionally, provide the rationale for the selection of each. Explain specifically, the role they will play in the implementation of the new school design. ***

CASDA

Partner selection grew out of existing initiatives in the building. CASDA Faculty Provide support as Outside Educational Experts for Hamilton and are familiar with the strengths and weaknesses in the school. Given their experience in the region and their existing role in the school it was a logical a logical expansion to provide OEE support for implementing the School Transformation Model.

Incorporated in 1949 by the State Education Department of the University of the State of New York, CASDA is the oldest school study council in the United States. There are 100 school districts and private institutions affiliated with CASDA. Included as affiliates are three large city, several small city, suburban and rural districts, and, four Boards of Cooperative Educational Services (BOCES) districts. The CASDA Executive Committee is composed of 13 school superintendents and three representatives from the University at Albany.

The primary purpose of CASDA is to serve as a cooperative planning, research and development unit through which affiliated schools and educational agencies may more effectively define and fulfill their purposes and functions in serving the educational needs of their communities. CASDA also strives to promote cooperative interaction between the University at Albany and the affiliated school districts.

CASDA provides a wide variety of opportunities such as conferences, seminars, meeting series, on-site programs and facilitation for all members of the school communities to assist them in becoming aware of the issues and changes in education. Personnel from CASDA affiliate schools are able to attend staff and professional development functions to develop their competence, awareness, and understanding. These elements are intended to improve student learning and performance to the benefit of the schools, school districts, and students.

In addition, CASDA conducts a wide range of short term studies and evaluation services for its member organizations each year. With a large and talented team of faculty and consultants, CASDA builds the capacity of schools and districts in such areas as curriculum, instruction, leadership, special services, data use, and professional development.

CASDA also offers a variety of special services including collaboration with the Greater Capital Region Principals' Center, Capital District Association for Women in Administration, Center for Arts in Education, the Scholars Recognition Program, Select Seminars on Excellence in Education and various publications

University Partnership

CASDA has been affiliated with and supported by the University at Albany since 1949. As the field arm of the University's School of Education, CASDA links the field of K-12 public and private education with the Capital Region's premier research university. This relationship takes many forms with K-12 educators accessing the university's resources and with university faculty utilizing the field as research sites. CASDA routinely involves university professors as conference speakers, workshop presenters, and most importantly, as team members in CASDA's program study and evaluation projects. A recent notable example is the joint effort of CASDA and University professors in evaluating the State of Ohio's Executive Leadership

Academy at Ohio State University.

Leadership

James Butterworth, Ph.D. has served as the Executive Director of the Capital Area School Development Association (CASDA) as well as service associate professor at the University at Albany since 2010.

Butterworth was a founding faculty member of the Sage Graduate College's Ed.D. program, in Educational Leadership as well as an adjunct professor at the College of St. Rose. With experience as a secondary school teacher and principal, Butterworth spent many years serving as superintendent of schools in the Averill Park and Schodack Central School Districts. From 1999 through 2006, Butterworth served as New York State's Assistant Commissioner of Education leading the State Education Department's Office of School Improvement and Community Services. While there, he was responsible for the implementation of No Child Left Behind requirements in schools outside New York City, installation of a regional network strategy to assist low performing schools, leadership of statewide discussions regarding middle schools and high school completion, and implementation of state regulations in such areas as school safety, attendance, academic intervention, professional development plans and professional performance reviews.

He currently holds the designation of Outside Educational Expert with the New York State Education Department (link: <http://casdany.org/resources/butterworth-oe-application/>)

Capacity:

As an organization, CASDA's capacity has increased substantially in the past three years, enabling the development of embedded partner relationships with districts and schools. The CASDA model is effective in partnering for school improvement for several reasons including, a) the quality of expertise and experience held by its diverse consultants and faculty, b) the deep knowledge and commitment to best practice research, c) the cohesive and complementary working relationships of a dynamic staff, and d) attentive project coordination and management that ensures solid value. The growth in capacity at CASDA has had a synergistic effect in attracting and deploying expert talent in the most critical areas of school improvement. An overview of the breadth of staff capacity and areas of professional strength is provided in **Chart A**, which is attached.

Process:

Partnerships are developed with districts and schools by conducting needs assessments of each requesting organization. The professional experience and expertise of CASDA resources are then aligned to the qualitative and quantitative outcomes sought by each client in order to customize the most qualified team for each project. Then, each project or client is assigned a specific project manager/coordinator in order to provide a single point of contact for communication, issues resolution, risk-management, and provision of deliverables. Depending on the nature of the district/school needs, metrics are developed for project deliverables as well as short/long term timelines and project change procedures.

Indicators of Success:

As illustrated in **Chart B (attached)**, indicators of CASDA success, qualitatively and

quantitatively, reflect all types of data as described by Bernhardt (Achievement, Demographic, Program, Perception) and are generally reflective of the widely held cycle of School Improvement known as “Plan, Do, Study, Act”. CASDA project staff makes observations, review artifacts, collect perceptual evidence, and analyze multi-modal data at formative and summative intervals in order to measure the success of activities conducted within a district/school.

Northeast Parent and Child Society (Child Guidance Center)

For the past two years counselors from Northeast Parent and Child Society’s Child Guidance Program have been offering four hours of on-site early evening counseling hours for students and families on a fee-for service basis or insurance reimbursement basis. The needs for these on-site services have dramatically out-paced the limited resources available. As parents, students and staff have established a trusted relationship with Child Guidance, the Hamilton Principal wanted to expand those services to support a full-time counselor working year round, supporting daytime and evening hours for on-site counseling services for child and family counseling needs to address the significant mental health concerns that have been noted in the building.

Northeast Parent and Child Society (Child Guidance Center) has been a part of the Schenectady Community for 120 years. Northeast Parent and Child Center provides a wide spectrum of services including foster care, child guidance and therapy, parenting effectiveness education, a secondary school for 152 children in grades 6-12, independent living skills training and career development services. It is Northeast’s mission to help those in our care learn to stand on their own. The Child Guidance Center operates school based mental health offices in several SCSD School. Many of these sites began with grant funding, but once they were established and the grant funds ended, each of these mental health offices was fully sustainable with Medicaid reimbursement. It is our plan to extend this sustainable model to the Hamilton Community School.

Hometown Health

In Spring 2012, Hometown Health, a community health services provider invited Hamilton school to be a partner in a US Department of Health Resources and Services Administration (HRSA) grant to establish an on-site school based health center. On December 31, 2012, Hometown Health was awarded the grant to provide start-up funds to establish the health center. Hometown Health will ensure sustainability by providing the medical care staff for the school-based center. Hometown Health did request School Improvement grant funds for an Enrollment and Outreach Coordinator. This position would build capacity for sustainability of the School based health center by signing up students and getting families enrolled with insurance providers under the Affordable Healthcare Act. Providing health care on site will help to keep students healthy and in school. Students often miss many days of school when they are sick from asthma or conditions such as strep throat because their parents do not have transportation to take them to the doctor’s office.

For nearly 40 years, Hometown Health Centers (HHC) has proudly been the primary care provider of choice for more than 15,000 local children and families. Hometown Health started with humble beginnings. It was the vision of Hendrix Rozendaal, M.D., a local physician who

in 1970 began volunteering his services in the community. Dr. Rozendaal would provide basic primary healthcare services out of a single room at the Carver Community Center. For many local residents, this was their only opportunity to receive medical care.

On December 11, 1972, the practice was granted an operating certificate by the New York State Department of Health and formally named the Carver Community Health Center. As word spread about the availability of affordable, quality healthcare in Schenectady, the center experienced significant increases in its patient population. Providing care for the uninsured and underserved proved to be quite a challenge through the years, but with dedication and determination, in 1979 the health center was awarded its first Federal Urban Health Initiative Grant which allowed Carver to increase its provision of care in the community.

- ii. Complete the Evidence of Partner Effectiveness Chart (Attachment C). This evidence should be able to be validated by an external source that each partner organization selected has a proven track-record of success in implementing school turnaround strategies that result in measured and timely successes with respect to the school's needs.

See Attached For CASDA and Child Guidance

- iii. For any key external partner funded through this plan, provide a clear and concise description of how the LEA/school will hold the partner accountable for its performance.

All external providers will have clear contracts with performance indicators and deliverables. All contracts give the District the right to terminate contractual services with 30 days notice. This is done in the case of services not being adequate for District needs. Additionally each contract is for a one year period only. Contracts are only renewed if performance indicators and deliverables are met on schedule. In the Case that a contract is terminated or not renewed a proposal for services will be released to solicit other proposals from similar providers.

*If the model chosen for this school is an EPO-Restart, the LEA must provide a Memorandum of Understanding, signed by both parties, which identifies joint-agreement and the scope of services of the EPO and the broad achievement outcomes for the school. The fully executed EPO-District contract, signed by both parties, which identifies the scope of services of the EPO, the specific autonomies the EPO will have, and the mechanism for the district to hold the EPO accountable must be received by NYSED no later than July 1, 2013.

G. Organizational Plan

The LEA/school must provide a sound plan for how the school will be operated, beginning with its governance and management. It should present a clear picture of the school's operating priorities, delegation of responsibilities, and relationships with key stakeholders. The organizational plan must contain the following elements:

- i. Submit an organizational chart (or charts) identifying the management and team structures, and lines of reporting. (If a Restart model is being proposed, be sure to include the specific role of the EPO in governance and decision making that is compliant with education law).

Please See Organizational Chart

- ii. Describe how the structures function in day-to-day operations (e.g., the type, nature, and frequency of interaction, data-sources used to drive discussion and decision making, manner in which the results of interactions are communicated and acted upon, etc.).

The School Based Leadership Team is comprised of the Principal, the School Implementation Manager, 3 teachers, 2 parents and a member of the support staff. A leadership representative from each of the three partner consortium members CASDA, Child Guidance and Hometown Health will join the School Based Leadership team. This team will work in concert with CASDA Faculty and the Hamilton school Faculty to develop and implement a sustainable plan to completely transform Hamilton into a highly successful school with a wrap around design. The School Based Leadership Team will regularly review program data, (from Data systems created with the support of CASDA) to determine the efficacy of program strategies and make changes as needed.

The Hamilton Advisory Council is a broad based group of stakeholders comprised of 12 Parents, 12 Teachers and all supporting partner agencies. The Advisory Council will meet quarterly with the members of the School Based Leadership Team and the School Implementation Manager. The purpose of this broader quarterly meeting is to share what is working and what is not working, as well as to identify needs and gaps. More importantly, this forum allows for sharing of resources and ideas leading to new collaborative strategies. Students at-risk of failing academically in school typically have high needs in all areas of development; however, a coordinated, supportive relationship among family, school, and community environments will assist in overcoming barriers and encourage positive developmental functioning (Bruns, Schoenwald, Burchard, Faw, & Santos, 2000). The presence of connections and communications of multiple community-based child agencies is especially important (Rosenblatt, 1996). According to Anderson-Butcher & Ashton (2004), when partnerships are established among agencies, each agency is better able to provide the services in which they are trained; thus ensuring that each need is met by experts specific to each field. More important is the increased ability to address issues that occur outside of the school setting that inhibit or deter standard school-based interventions (Eber et al., 2008). This broader community input model is based in research and has been successfully implemented in the Schenectady City School District as part of its Safe Schools Healthy Students Program implementation (Deyoe, Lui, Newman and Leary, 2012).

- iii. Describe in detail, the plan for implementing the annual professional performance review (APPR) of all instructional staff within the school. Include in this plan an identification of who will be responsible for scheduling, conducting, and reporting the results of pre-observation conferences, classroom observations, and post-observation conferences.

The School Principal will be responsible for conducting and scheduling and reporting the results of the pre-observation conferences, classroom observations, and post-observation conferences.

- iv. Provide full calendar schedule of the events listed in “iii” for the 2013-2014 school year that reaches all instructional personnel who will staff the building.

PLEASE SEE ATTACHED

H. Educational Plan

The LEA/school must provide an educationally sound and comprehensive plan for the school. The LEA/school must provide a detailed educational plan with a description of each of the following elements:

- i. Curriculum. Describe the curriculum to be used with the model, including the process to be used to ensure that the curriculum aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program (see: <http://engageny.org/common-core-curriculum-assessments>).

The ELA curriculum includes a balanced literacy approach including developmentally appropriate scaffolding literacy activities building awareness, skill, and mastery at each level to meet New York State Learning Standards. Uninterrupted reading blocks are essential to curriculum. In grades K-2 students engage in word study, shared reading, interactive writing, independent reading, guided reading and interactive read alouds, among other balanced literacy approaches. Resources include the **Good Habits Great Readers Program** leveled classroom libraries and quality literature to expose students to a variety of genres and themes. Students also engage in literacy activities across all content areas including Science and Social Studies. Beginning in the fall 2012 students will begin using the **Math in Focus Program (Singapore Math)** along with supplemental math manipulatives; students study science using inquiry-based science kits.

Balanced literacy reflects research-based strategies that provide a framework for differentiating instruction to meet our students' diverse literacy and learning needs. The research on balanced literacy comes from the work of Margaret Mooney, Fountas and Pinnell, Cunningham & Allington, Stephanie Harvey, Harvey Daniels, Reggie Routman and Lucy Calkins. Most of the instructional formats and strategies rely on the research from the CELA and CIERA studies on effective schools and effective teachers, and the work of Marie Clay. This body of research and the translation to effective instructional and assessment practices has resulted in improved literacy achievement for students over the past few decades.

Our balanced literacy framework is structured through a **Reading Workshop and Writing Workshop**. Each workshop is made up of specific instructional routines. These include: 1) Interactive Read Aloud; 2) Interactive Writing; 3) Shared Reading; 4) Language/Word Study; 5) Guided Reading; 6) Independent Learning Centers; 7) Independent Reading; 8) Shared Writing; 9) Literature Circles; 10) Whole group mini-lessons; 11) Independent Writing; 12) Conferencing and 13) Group Shares. Each of these routines provides different opportunities for learners to grow as readers and writers. Powerful demonstrations by the teacher, guided practice, and independent work are all woven within and throughout the framework making for a strong support system where learners see, practice, and do.

All students in grades K-6 take the **Fountas and Pinnell** Assessments three times per year. The results of these assessments as well as weekly unit assessments for reading and math help teachers to identify which students are not attaining Common Core State Standards. Depending on the nature of the gap, teachers may use differentiated instructional approaches to meet students' specific learning needs or the teacher may use a targeted response to intervention approach for additional instruction during the school day. The proposed extended learning time will greatly expand the time available to provide targeted interventions to students. The

proposed plan calls for 10 teachers to provide eight hours of additional RtI instruction and enrichment after school per week.

- ii. **Instruction.** Describe the instructional strategies to be used in core courses and common-branch subjects in the context of the 6 instructional shifts for Mathematics and 6 instructional shifts for ELA. Provide details of how the events of instruction in additional required and elective courses will be arranged to reflect all of these instructional shifts. Describe a plan to accelerate learning in academic subjects by making meaningful improvements to the quality and quantity of instruction (Connect with iii below.).

The following strategies will support instruction in the Common Core Shifts ELA and Literacy

Pre-K -5 Balancing information and Literary Texts

- CASDA Professional Development and Consultation
- Professional Learning Communities
- Library Collection Purchases

6-12, Knowledge in the Disciplines

- CASDA Professional Development and Consultation
- Professional Learning Communities
- Library Collection Purchases
- Use of Smart Board and Laptops
- Extended Day and Summer Enrichment

Staircase of Complexity

- CASDA Professional Development and Consultation
- Professional Learning Communities
- Library Collection Purchases

Text-based Answers

- CASDA Professional Development and Consultation
- Professional Learning Communities
- Library Collection Purchases
- Use of Smart Board and Laptops

Writing from Sources

- CASDA Professional Development and Consultation
- Professional Learning Communities
- Library Collection Purchases
- Use of Smart Board and Laptops
- Extended Day and Summer Enrichment

Academic Vocabulary

- CASDA Professional Development and Consultation
- Professional Learning Communities

- Library Collection Purchases
- Use of Smart Board and Laptops
- Extended Day and Summer Enrichment

The following strategies will support instruction in the Common Core Shifts Mathematics

Focus

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Coherence

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Fluency

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Deep Understanding

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

Application

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*
- After School Enrichment

Dual Intensity

- CASDA Professional Development and Consultation
- Implementation of *Math in Focus*

- iii. **Use of Time.** Present the daily proposed school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, and increased learning time activities. Describe a logical and meaningful set of strategies for the use of instructional time that leads to a pedagogically sound restructuring of the daily/weekly/monthly schedule ***to increase learning time and/or extend the school day or year.*** The structure for learning time described here should be aligned with the Board of Regents standards for Expanded Learning Time, as outlined here:
<http://www.regents.nysed.gov/meetings/2012Meetings/April2012/412bra5.pdf>

Hamilton students in grades K-2 receive 105 minutes of reading instruction daily, 60-75 minutes of writing instruction daily, 60 minutes of math daily and 30 minutes of science or social studies daily. Students in Grades 3-6 receive 105 minutes of reading instruction daily, 75 minutes of writing instruction daily, 60 minutes of math daily and 45 minutes of science or social studies daily. The attached school day instructional schedules outline Readers Workshop,

Literacy Block, Writers' Workshop as well as blocks for math, science and social studies. Uninterrupted literacy blocks and math blocks increase time on task and quality learning experiences for students; These interrupted blocks will be ideal for integrating projected-based lessons utilizing lap top and Smart Board technology to strengthen attainment of NYS Common Core State Standards and 21st skills and competencies

Student learning will be extended significantly through formal after school learning and enrichment programs, as well learning and enrichment over the summer. After school extended learning programs will be designed to serve up to 100 students daily and the summer will be designed to serve up to 80 students. Enrollment will be open to all Hamilton students. Preference for enrollment will be granted to students with learning gaps in ELA or math as indicated through formative assessment measures. Students with the greatest learning gaps identified through the use of assessments will also have the opportunity to work in small groups with teachers using Response to Intervention programs and strategies specific to each child's needs.

Extended learning activities will feature the integration of laptops to support attainment of Common Core Learning Standards. The Common Core State Standards for ELA & Literacy in Historical/Social Studies, Science and Technical subjects require that students advance through the grades and master the standards in reading, writing, speaking, listening and language. Success in college and career fields demands ever increasing literacy skills. According to a 2006 study conducted by the ACT, Inc., the clear determinate of students' ability to meet or exceed the college success predictability benchmark score of 21 out of 36 on the ACT exam was a student's ability to answer questions associated with complex texts.

Hamilton students will also require 21st Century skills and competencies to be successful in future learning and work environments. The skills and competencies include: 1) Creativity and innovation; 2) Critical thinking; 3) Cultural awareness; 4) E-communications; 5) Flexibility and adaptability; 6) Global awareness; 7) Information literacy; 8) Self-direction; 9) Media and visual literacy; and 10) Teaming and collaboration (METIRI Group).

Hamilton will expand learning time throughout the year with targeted Response to Intervention Programs and enrichment offered four days per week for two hours each day by Hamilton School teachers and other NYS certified teachers as needed. The extended day learning program will be managed and supervised by the School Implementation Manager in partnership with the Hamilton School Principal. The extended learning programs offered after school, and during the summer will be designed to strengthen students' attainment of the Common Core State Standards as well as 21st Century skills needed for success in post-secondary education and training and in the workplace. Examples of enrichment courses may include:

The examples below are some possible courses that will be offered. Actual enrichment courses will be developed in collaboration with CASDA faculty to ensure alignment with the Common Core State Standards articulation with the school day program and congruence with best research practices to prepare our students for success in college and careers.

Future Scientists Global Warming Enrichment Mini Course: Students will objectively investigate the debate of the human causes of global warming from opposing sides using resources such as library databases, and other interactive multimedia, as well as temperature and meteorology information. This research will allow students to utilize web 2.0 platforms

such as Voice Thread and Prezi to defend and support their position following a project rubric provided and designed by the teacher.

The Sports Journalism Enrichment Program will engage students in the study of various sports including: 1) History; 2) Famous players; 3) Sports rules; and 4) The role of sports in American or International cultures. Students will have the opportunity to meet with print, radio, and television sports journalists. Students will publish their weekly e-newsletter, and prepare a video broadcast segment highlighting the information that they have gained from research and interviews that they have conducted with visiting journalists, broadcast personnel, publicity staff, and players.

Math Project - Cooking (Grades 4-6): This project will involve the students in planning and creating meals. They will experience hands-on work with converting recipes, calculating nutritional values, interpreting labels, and budgeting resources. Students will be utilizing number sense; working with fractions, decimals, and percentages (depending on the grade level); and modeling real-world situations with mathematical equations. Students will be involved in all aspects of the planning including budgeting, examining nutritional values, and looking at sizes of quantities needed. Students will then be executing the recipes including preparing, mixing, and cooking. This project addresses the Common Core Mathematical Practices of make sense of problems and persevere in solving them, reason abstractly and quantitatively, model with mathematics, use appropriate tools strategically, attend to precision, and look for and express regularity in repeated reasoning. This project will also address number sense skills, operational fluency, fractions/decimals/percents, and proportional reasoning as appropriate for the grade level of students

Summer Learning and Enrichment

At Hamilton, teachers and the school librarian will offer literacy- based programs to allow students with the most significant gaps in reading to both accelerate learning skills and prevent summer learning loss. The summer programs will be offered to student in grades 1-3 and 4-6 and will provide strategic RtI Interventions, literacy enrichment and work with parents to explicitly teach literacy support strategies. The library will be open and students will be able to take out books.

Hamilton Students Grade 4-6 will be able to participate in the SCCORE Program run in collaboration between the Schenectady County Youth Bureau and the SCSD. The SCCORE Program is held in Schenectady's Central Park, our city's crown jewel, designed by Fredrick Law Olmstead. The SCCORE Program promotes reading, nature studies, peer leadership, positive youth development, and recreation.

- iv. Data-Driven Instruction/Inquiry (DDI). Describe the school's functional cycle of Data-Driven Instruction/Inquiry (DDI). Present the schedule for administering common interim assessments in ELA and Math. Describe procedures, and schedule of space and time (e.g., through common planning time, teacher-administrator one-on-one meetings, group professional development, etc.) provided to the teachers for the examination of interim assessment data and test-in-hand analysis. Describe the types of supports and resources that will be provided to teachers, as the result of analysis. (See <http://engageny.org/data-driven-instruction> for more information on DDI).

Hamilton teachers regularly use **Performance Plus** to create and analyze student assessments. In addition to these teacher-developed assessments, all district students are given the following assessments to measure progress at each grade level from kindergarten through grade 6. These measures are used to differentiate teaching strategies, as well as determine students' need for interventions within an RtI framework.

	ELA Assessment	Math Assessment	Social Studies Assessment
Kindergarten	<u>Fountas and Pinnell</u> (fall, mid-year, spring)		
Grade 1	<u>Fountas and Pinnell</u> (fall, mid-year, spring)		
Grade 2	<u>Fountas and Pinnell</u> (fall, mid-year, spring) <u>Grade 2 Inventory</u>	<u>Grade 2 Inventory</u> <u>Math in Focus Assessments</u>	
Grade 3	<u>Fountas and Pinnell</u> (fall, mid-year, spring)	<u>Math in Focus Assessments</u>	January & June Local Assessment
Grade 4	<u>Fountas and Pinnell</u> (fall, mid-year, spring)	<u>Math in Focus Assessments</u>	January & June Local Assessment
Grade 5	<u>Fountas and Pinnell</u> (fall, mid-year, spring)	<u>Math in Focus Assessments</u>	January & June Local Assessment
Grade 6	<u>Fountas and Pinnell</u> (fall, mid-year, spring)	<u>Glencoe Math Assessments</u>	January & June Local Assessment

In addition to the assessments above, the district is working on pre-tests and post-tests for Student Learning Objectives. These annual pre- and post- assessment items will align to the Common Core State Standards and will be used to meet APPR requirements. These assessments will be used to: 1) Measure a student's growth in learning and progress toward proficiency; 2) Determine a teacher's HEDI score and rating for both student growth and student achievement; and 3) provide greater teacher focus on student learning linked to the Common Core State Standards.

CASDA faculty will work with the Hamilton Principal and faculty to examine assessment practices and determine a plan for more effective use of assessment data in supporting effective teaching and learning. The two additional teaching specialist planned for years 1 & 2 will also support teachers in developing a culture of DDI.

- v. *Student Support.* Describe the school-wide framework for providing academic, social-emotional, and student support to the whole school population. List the major systems for the identification of students at-risk for academic failure, disengagement/drop-out, and health issues and then present the key interventions chosen to support them. Describe the school's operational structures and how they function to ensure that these systems of support operate in a timely and effective manner. Student support programs described here should be aligned with Part 100.2 Regulations on implementing Academic Intervention Services, accessible at <http://www.p12.nysed.gov/part100/pages/1002.html#ee>.

The plan calls for working with Child Guidance to provide a year round, full time Clinical Social Worker to provide counseling to students and their families on site. This Clinical Social Worker will work a non- traditional school day and be available to families and student sin the late afternoon and early evening for appointments. It will also be important to provide a continuity of care for families in the summer time.

These services expand what the existing building Social workers provide and do not supplant services.

School Climate and Discipline. Describe the strategies the model will employ to develop and sustain a safe and orderly school climate. Explain the school's approach to student behavior management and discipline for both the general student population and those students with special needs.

Hamilton presently implements the three-tiered Positive Behavior Support Program (PBIS) and the Olweus Bullying Prevention Program. All teachers and staff have been trained in PBS and Olweus, philosophy and model; both programs are implemented school-wide for all students . Faculty from CASDA with expertise in school climate and discipline including Rebecca Gardner, will work with the school-based leadership team to examine current school climate practices and make recommendations for improvements based on best practice research.

Child Guidance will provide counseling services to students and families to address specific student needs with regard to anger management.

The Family Center will offer resources and classes for parents on strategies for effective communication and discipline for children at all stages of development. The Parent Empowerment Facilitator will work with parents and supplemental partners such as Parsons Child and Family Center and the Capital District Child Care Council to develop parent support and discussion groups so that parents can share strategies and feel a sense of community as they work through the challenges of raising their children. As the Hamilton community is linguistically diverse, we have budgeted for multicultural parents as outreach liaisons to involve parents who are not proficient in English. CASDA will assist in developing school climate and parent satisfaction surveys.

- vi. *Parent and Community Engagement.* Describe the formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction. Programs and initiatives described should be aligned with the Title I requirements for parental involvement, as well as Part 100.11 regulations outlining requirements for shared decision-making in school-based planning; accessible at <http://www.p12.nysed.gov/part100/pages/10011.html>.

We will establish a family center space at Hamilton with literary materials and information about how to become involved and engaged in the school. Parents will be welcome to come in the morning and visit with the School Implementation Manager, parent out reach liaisons. This will be a comfortable welcoming space for one to one or small group conversations about learning and literacy. The idea will be to make it feel like home to reduce the intimidation factor. Parent outreach liaisons will conduct formal and informal outreach to truly engage families in the school.

It will be our goal to have 10 parents on the Advisory council and two parent representatives on the building leadership team.

As we are developing a wrap around school model to transform Hamilton we are looking to expand partnerships with additional community agencies to address family needs. The School Implementation Manager will play a vital role in this process.

I. Training, Support, and Professional Development

The LEA/school must have a coherent school-specific framework for training, support, and professional development clearly linked to the identified SIG plan and student needs. The framework articulated must contain each of the following elements:

- i. Describe the process by which the school leadership/staff were involved in the development of this plan.

The Principal discussed this grant and its development two full faculty meetings as well as multiple literacy team meetings. Twelve Hamilton teachers members met over a two month period to work as part of the planning team to design both the program and the professional development plan.

- ii. **Pre-Implementation Period.** Identify in chart form, the planned training, support, and professional development events scheduled during the pre-implementation period (April 1, 2013, to August 31, 2013). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide a rationale for each planned event and why it will be essential in leading-up to the start of the school year.

During the summer of 2013 CASDA will plan, implement and evaluate two Summer Institutes of three days each to include literacy across the curriculum, data informed instruction, technology and co-teaching. The sessions will run in July and August so that the vast majority of Hamilton teachers will have a minimum of 18 hours of professional development prior to the start of the 2013/14 school year.

- iii. **Implementation Period.** Identify in chart form, the planned training, support, and professional development events scheduled during the year one implementation period (September 1, 2013, to August 31, 2014). For each planned event, identify the specific agent/organization responsible for delivery, the desired measurable outcomes, and the method by which outcomes will be analyzed and reported. Provide in the project narrative, a rationale for each planned event and why it will be critical to the successful implementation of the SIG plan.

CASDA Planning and Professional Development Activities 9/1/13-8/31/14

CASDA will be the sole provider of school based professional development and support. Key activities will include:

Develop and implement an instructional program that includes:

- a comprehensive, rigorous and coherent curricular program aligned with Common Core Learning Standards
- Assessment and accountability systems to monitor student progress and engage in continuous improvement
- Data informed interventions for all students

- Use of the most effective and appropriate technologies to support teaching and learning

Develop a Professional Learning Community (PLC) model and provide professional development for teacher teams for implementation of effective Lesson Study (data review, classroom goals, lesson plans, piloting lessons, peer observation)

Implement an effective co-teaching program which includes professional development for general education and special education teachers as well as classroom paraprofessionals

Provide embedded professional development to assist teachers with the integration of technology (including Smart Boards, Promethean Boards, mobile laptops) to support instruction

Serve as a member of the School Based Leadership Team and attend scheduled meetings

Design, implement and evaluate an extended learning program (extended day and summer program) that develops 21st Century competencies, reflects Common Core Learning Standards and incorporates instructional data from the school day program.

Provide support in developing a job description for the School Improvement Manager (SIM) and attend screening and interview sessions.

- iv. **Describe the schedule and plan for regularly evaluating the effects of training, support, and professional development, including any subsequent modifications to the plan as the result of evaluation, tying in any modification processes that may be the result of professional teacher observations and/or the results of common student interim assessment data.**

The training, support, and professional development plan to be described in this section should be job-embedded, school-specific, and linked to student instructional and support data, as well as teacher observation and interim benchmark data. For the purposes of this grant, job-embedded professional development is defined as professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded training, support, and professional development can take many forms; including but not limited to classroom coaching, structured common planning time, meeting with mentors, consultation with external partners or outside experts, observations of classroom practice.

The Principal, and Dr. Jennifer Bashant of CASDA will evaluate the effectiveness of professional development on a quarterly basis. This will be done in conjunction with the District Office of Planning and Accountability.

Each Quarter the district will develop an equity report card for Hamilton examining all measures of student achievement, discipline, and attendance by each student accountability group. This data will be used to measure the effectiveness of professional development interventions. In addition to the quantitative data, CASDA will use teacher surveys to teacher's perceptions.

J. Communication and Stakeholder Involvement/Engagement

The LEA/school must fully and transparently consult and collaborate with key education stakeholders about the school's

Priority status and on the implementation of the SIG plan. The plan for consultation and collaboration provided by the LEA/school must contain the following elements:

- i. Describe in detail, the methods, times, and places that will be used for regularly and systematically updating parents, families, the community and other stakeholders on the implementation of the SIG plan.

A broad base of stakeholders will be a part of the Hamilton Transformation Advisory Council. This group will meet quarterly. In addition there will be public meeting held twice per year to update the all parents and public. Additionally, SIG plan information and updates will be available prominently on the SCSD district website

K. Project Plan and Timeline

The LEA/school must provide a project plan that provides a detailed and specific, measurable, realistic, and time-phased set of actions and outcomes that reasonably lead to the effective implementation of the SIG plan. The project plan must contain each of the following elements:

- i. Describe the goals and key strategies for the pre-implementation period (April 1 to August 31, 2013) in preparation for the year-one implementation period.

Planning Process (4/1/13 – 8/31/13)

Time Line	Strategy	Provider /Persons Responsible
4/1/13- 8/31/13	Support planning process – Weekly Meetings <i>Objective: Develop Weekly Maps of Professional Development, action steps, meeting date and Equity report card dates for the 2013/2014 School Year</i>	CASDA
By 4/20/13	Begin recruiting in the SCSD district for two highly effective teacher leaders to work for two years at Hamilton School. <i>Objective A: To increase the number of students reading at grade level by 10% within the first full program year.</i> <i>Objective B: To Increase the number of teachers effectively using RTi Strategies by 50% within the first full program year.</i>	
By 5/1/13	Hire full time School Implementation Manager (3 year 5 month position) <i>Objective To allow the School Principal focus 75% of time on instruction.</i>	Principal, School Based Leadership Team, CASDA
July and August 2013	2 (3) day Summer Professional Development Institutes with topics to	CASDA

	include: literacy across the curriculum, data informed instruction, technology and co-teaching. <i>Objective: 80% of staff to participate in A minimum of 18 hours of professional Development Prior to the School Year.</i>	
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- ii. Identify and describe the goals and key strategies for year-one implementation period (September 1, 2013, to August 31, 2014).

Year 1 Implementation

Strategy	Provider /Persons Responsible
Develop and implement an instructional program that includes: a comprehensive, rigorous and coherent curricular program aligned with Common Core Learning Standards Assessment and accountability systems to monitor student progress and engage in continuous improvement Data informed interventions for all students Use of the most effective and appropriate technologies to support teaching and learning	Building Principal and Building Leadership Team with support from CASDA
Purchase supplemental classroom learning materials to expand and enhance learning strategies and differentiate instructional approaches	Building Principal and Teachers
Develop and use a consistent Professional Learning Community (PLC) model and provide professional development for teacher teams for implementation of effective Lesson Study (data review, classroom goals, lesson plans, piloting lessons, peer observation)	Building Principal and Building Leadership Team with support from CASDA
Implement an effective co-teaching program which includes professional development for general education and special education teachers as well as classroom paraprofessionals	Building Principal and Building Leadership Team with support from CASDA
Hire Two FTE Teaching Specialists to serve as Co Teachers for implementing and modeling RTI and Differentiated instruction based on Data analysis (these are two year positions and will be phased out over the course of the grant)	Building Principal and Building Leadership Team
Provide embedded professional development to assist teachers with the integration of technology (including Smart Boards, Promethean Boards,	CASDA

mobile laptops) to support instruction	
Hire a full time floating substitute to enable embedded professional development and daytime grade level collaboration	School Principal
Purchase Lap Tops to be shared between classrooms to support project based learning and 21 st Century Skills development.	School Principal with support from SCSD Office of Central Services
Design, implement and evaluate an extended learning program (extended day and summer program) that develops 21st Century competencies, reflects Common Core Learning Standards and incorporates instructional data from the school day program.	CASDA
Provide Extended Day Enrichment and RtI Support (M-Th, 2 hours per day)	Hamilton Teachers
Provide school-based Summer Support and Enrichment	Hamilton Teachers;
Provide Additional off site summer Enrichment (SCCORE Program)	Schenectady Co Youth Bureau and SCSD Teachers
Establish School Based Counseling Center	Child Guidance, School Implementation Manager,
Establish School Based Health Center (through HRSA Grant) <i>SIG funds will be used to hire an outreach coordinator to build capacity toward sustainability.</i>	Hometown Health, School Implementation Manager
Establish Family Center	School implementation Manager
Hire parents as outreach liaison consultant to encourage diverse parents to become more engaged in the school	School Principal and School Implementaion manger

- iii. Identify the “early wins” that will serve as early indicators of a successful SIG plan implementation and foster increased buy-in and support for the plan.

Early wins will include 1) consistent use of the plan, teach, assess, and adapt process; 2) consistent use of Professional Learning Community Time; and 3) consistent use of data by all teachers.

- iv. Identify the leading indicators of success that will be examined on no less than a quarterly basis. Describe how these data indicators will be collected, how and who will analyze them, and how and to whom they will be reported.

- Fountas and Pinnel Assessments by student sub groups
- Math in focus assessments by subgroup
- Attendance by subgroups
- Discipline and suspensions referrals by subgroups
- Special education referrals by sub groups

- v. Identify the goals and key strategies for year-two and year-three of implementation.

Goals will be to

- Build school capacity for on-going professional development through developing highly skills leaders who practice a culture of professional sharing through PLCs
- Build systems structures and practices for continuous us of data through work with the district Dept of planning and accountability
- Build capacity for sustainability of wrap around services through outreach to additional service providers and creating plans to insurance reimbursement for services.

III. SIG Budget

A. Budget Narrative and Budget Forms

The LEA/school must provide appropriate and complete required budget items identified below:

- i. An FS-10 for the pre-implementation period (April 1, 2013, to August 31, 2013).

See Attached

- ii. An FS-10 for the year-one implementation period (September 1, 2013, to August 31, 2014).

See Attached

- iii. A complete Budget Summary Chart for the entire project period (pre-implementation period plus three years of implementation) (Attachment D).

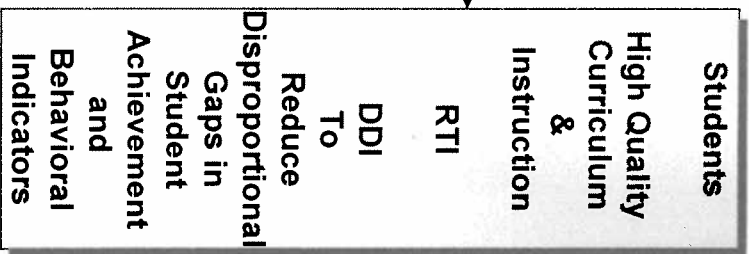
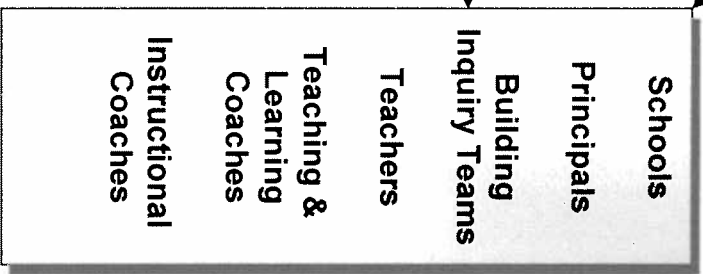
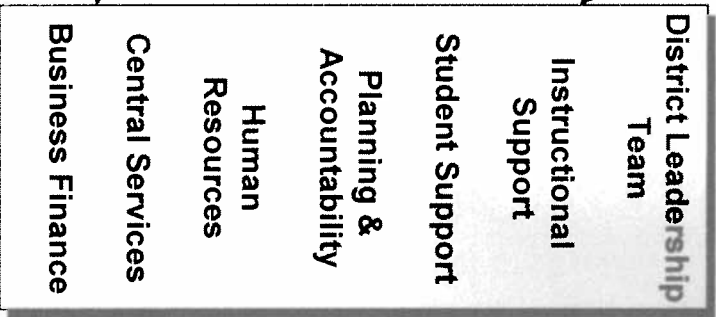
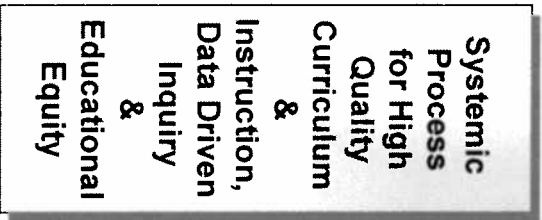
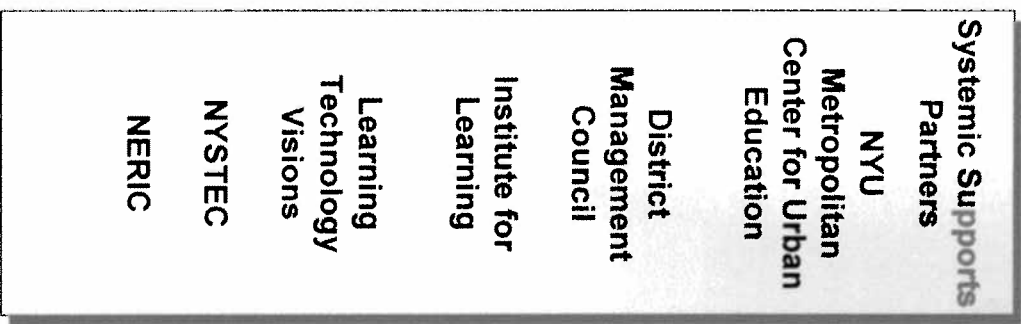
See Attached

- iv. A Budget Narrative that identifies and explains all proposed costs for district and school-level activities for the entire project period (pre-implementation period plus three years of implementation). **In addition, applicants should identify all other sources of income that will support and sustain the whole-school change described in this application.** Organize costs in the Budget Narrative by the major project activity they serve, based on each category of the proposal narrative, for the entire grant term. For each major activity, identify the line item costs associated and provide an explanation/justification for the cost that closely connects to the project activity, goals, and outcomes identified. For each major activity, describe the LEAs strategies for sustaining these actions or for how/why the district/school practice that will result from the activity can be sustained past the whole project period of the grant. Clearly describe and justify any specific district-level administration and support expenses to be funded by SIG at no more than 10% of the total SIG funding request.

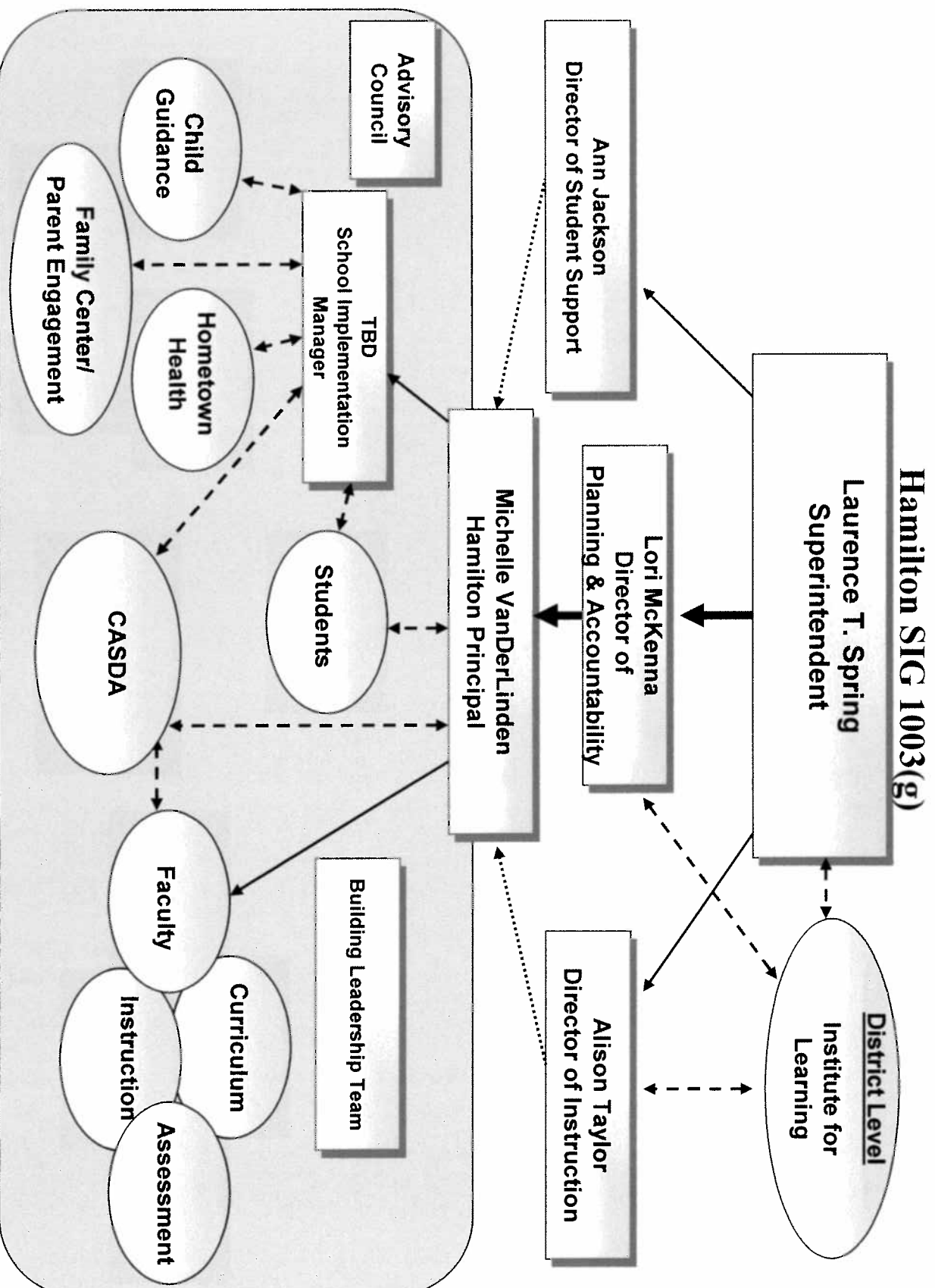
See Attached

The budget items must be clear and obvious about how the proposed activities are **directly** impacting the school-level implementation of the SIG plan proposed in this application. The proposed expenditures must be reasonable and necessary to support the proposal's initiatives and goals. They must also be supplemental to and must not supplant core activities to be provided through other funding sources.

**Lori McKenna, Director
Planning & Accountability**



Building Organizational Chart



Attachment A

Consultation and Collaboration Documentation Form

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 this SIG application. This form must be completed and submitted to NYSED as a part of this complete SIG application 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/title are affirming that appropriate consultation has occurred. (The signature does not indicate agreement).
2. For representatives or constituency groups who have consulted with the LEA but whose signatures are unobtainable, supporting documentation providing evidence of consultation and collaboration efforts (e.g., meeting agendas, minutes and attendance rosters, etc.) must be maintained by the LEA and a summary of such documentation must be completed and submitted to NYSED on this form.

Principals Union President / Lead		Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.
Signature (in blue ink)			
Type or print name Steven Boynton			
Teachers Union President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.	
Signature (in blue ink)			
Type or print name Juliet Benaquisto			
Parent Group President / Lead	Date	Summary Documentation if Signature is Unobtainable If the signature of the constituent identified above is unobtainable, provide a summary and description of the supporting documentation that provides evidence of consultation and collaboration on the Priority School identified in this SIG application.	
Signature (in blue ink)			
Type or print name Shannon Armour	<p>← This is the signature used by Mrs Armour</p>		

Attachment B
School-level Baseline Data and Target-Setting Chart

SCHOOL-LEVEL BASELINE DATA AND TARGET SETTING CHART	Unit	NYS State Average	District Average	Baseline Data	Target for 2013-2014	Target for 2014-2015	Target for 2015-16
I. Leading Indicators							
a. Number of minutes in the school year	min	n/a	67,500	67,500	67,500	67,500	67,500
b. Student participation in State ELA assessment	%	99%	99%	98%	100%	100%	100%
c. Student participation in State Math assessment	%	99%	98%	98%	100%	100%	100%
d. Drop-out rate	%	n/a	-	-	-		
e. Student average daily attendance	%	93%	90%	92%	93%	94%	95%
f. Student completion of advanced coursework		n/a	-	-	-		
g. Suspension rate	%	5%	14%	8%	5%	4%	3%
h. Number of discipline referrals	num	n/a	23,931	292	262	240	218
i. Truancy rate	%	n/a	n/a	n/a	n/a	n/a	n/a
j. Teacher attendance rate	%	n/a	93%	94%	95%	96%	97%
k. Teachers rated as "effective" and "highly effective"	%	n/a	71%	71%	100%	100%	100%
l. Hours of professional development to improve teacher performance	num	n/a	varied	varied	70	70	70
m. Hours of professional development to improve leadership and governance	num	n/a	varied	varied	40	40	40
n. Hours of professional development in the implementation of high quality interim assessments and data-driven action	num	n/a	varied	varied	40	40	40
II. Academic Indicators							
o. ELA performance index	PI	144	111	93	100	110	120
p. Math performance index	PI	157	126	115	125	135	140
q. Student scoring "proficient" or higher on ELA assessment	%	n/a	31%	20%	25%	30%	35%
r. Students scoring "proficient" or higher on Math assessment	%	n/a	40%	33%	36%	40%	45%
s. Average SAT score	score	n/a	-	-	-	-	-
t. Students taking PSAT	num	n/a	-	-	-	-	-
u. Students receiving Regents diploma with advanced designation	%	n/a	-	-	-	-	-
v. High school graduation rate	%	77%	59%	-	-	-	-
w. Ninth graders being retained	%	n/a	-	-	-	-	-
x. High school graduates accepted into two or four year colleges	%	n/a	-	-	-	-	-

Attachment C
Evidence of Partner Effectiveness Chart

Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Capital Area School Development Association (CASDA)	1. Albany City	1. Ms. Eileen Leffler, Grants Administrator
	2. Amsterdam City	2. Ms. Susan Stoya, Director of Secondary Instruction
	3. Capital Region BOCES	3. Dr. Charles Dedrick, District Superintendent
	4. Gloversville	4. Mr. Cliff Moses, Interim Superintendent of Schools
	5. Hudson City	5. Ms. Maria Suttmeier, Superintendent of Schools
	6. Newburgh	6. Mr. Ed Forgit, Assistant Superintendent for School Improvement
	7. Peekskill	7. Mr. Joe Mosey, Assistant Superintendent for Curriculum and Instruction
	8. Questar III BOCES	8. Dr. James Baldwin, District Superintendent
	9. Troy City School District	9. Mr. John Carmello, Assistant Superintendent for Curriculum and Instruction
	10. South Glens Falls	10. Mr. Michael Patton, Superintendent
Partner Organization Name and Contact Information and description of type of service provided.	Schools the partner has successfully supported in the last three years (attach additional trend-summary evidence of the academic success of each school, as well as any other systematic evaluation data to demonstrate the impact of partner-services.	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Commission on Economic Opportunity of the Greater Capital Region (CEO)	1.	1.
	2.	2.
	3.	3.
	4.	4.

Chart A. Snapshot of CASDA staff and areas of professional strength

CASDA staff	Professional areas of strength
Dr. James Butterworth	<ul style="list-style-type: none"> - Speaking and Facilitation Services - Leadership Team Development - Executive Coaching - Board of Education Development - Systemic Turnaround - NYS Education Department certified Outside Education Expert
Dr. Diane Albano	<ul style="list-style-type: none"> - Executive Coaching - Administrative Team Development - Special Education and General Education assessment for effective teaching - Joint Intervention Team Specialist (<i>Special Education</i>) - Framework for Teaching (TeachScape Proficiency System)
Ms. Nancy Andress	<ul style="list-style-type: none"> - Literacy K-12 - NYS Just for the kids/COMPASS - Curriculum/Instruction - Professional Development Planning - Cooperative Learning - Framework for Teaching (TeachScape Proficiency System) - Common Core - Professional Learning Communities - Bullying Prevention
Dr. Edna Baker	<ul style="list-style-type: none"> - Data Driven Instruction - Curriculum Special Education - District Data Usage
Dr. Terrance Barlow	<ul style="list-style-type: none"> - Data and Assessment - Curriculum Instruction - PLC's/PD - APPR (teachers and administrators)
Dr. Jennifer Bashant	<ul style="list-style-type: none"> - Data Driven Instruction - Program Evaluation - School Climate and Culture - Framework for Teaching (TeachScape Proficiency System)
Mr. Terrance Brewer	<ul style="list-style-type: none"> - Administration and Reorganization - Team Building - Shared Services - Special Education - School leadership training - School safety training
Mr. Clifford Byrd	<ul style="list-style-type: none"> - Positive Behavior Intervention and Supports
Ms. Angie Camarata	<ul style="list-style-type: none"> - Literacy Instruction/coaching - ELA Common core implementation
Dr. Mary Helen Collen	<ul style="list-style-type: none"> - Data Driven Instruction - District Data Usage and Implementation - Curriculum for Special Education

Mr. Peter Copeletti	<ul style="list-style-type: none"> - Executive Coaching - School Culture and Climate
Ms. Dorothy Donlon	<ul style="list-style-type: none"> - Common Core/CI Mapping - Literacy - Special Education - District Data Usage – Master Schedule - Coaching/Mentoring
Ms. Margaret DiGuilio	<ul style="list-style-type: none"> - ELA Common Core Implementation - Curriculum & Instruction - Teacher and Administrator coaching - Joint Intervention Team Specialist (<i>English Language Arts</i>)
Mr. Jim Dillon	<ul style="list-style-type: none"> - Bullying Prevention - Safe Schools - Instructional Coaching - Cooperative Learning
Dr. Nicole Eschler	<ul style="list-style-type: none"> - Comprehensive Education Planning & Implementation - Rigorous Curriculum Design - Differentiated Instruction - School Leadership Teams - Joint Intervention Team Specialist (<i>Mathematics, Special Education, Literacy Across Content</i>) - Framework for Teaching (TeachScape Proficiency System) - Data Driven Instruction
Ms. Rebecca Gardner	<ul style="list-style-type: none"> - School Climate and Culture - Conference Planning - Student Support Services & Systems - Joint Intervention Team Specialist (<i>Learning Environment</i>) - Framework for Teaching (TeachScape Proficiency System)
Mr. Joseph Kavanaugh	<ul style="list-style-type: none"> - Curriculum Mapping - Math Common Core Implementation - Professional Development - Joint Intervention Team Specialist (<i>Mathematics</i>)
Ms. Shari Keller	<ul style="list-style-type: none"> - Master Schedule for Effective Teaching and Learning - Administrative Training - At Risk – Special Education - Joint Intervention Team Specialist (<i>Special Education</i>)
Dr. Rita Levay	<ul style="list-style-type: none"> - Special Education Program Development and Assessment - Special Education Finance - Supportive Learning Environment - Joint Intervention Team Specialist (<i>Special Education</i>) - Framework for Teaching (TeachScape Proficiency System)
Ms. Deborah Marcil	<ul style="list-style-type: none"> - ELA K-12 Common Core Implementation - Team Building - Mentoring/Coaching
Mr. Robert Pierce	<ul style="list-style-type: none"> - Financial Management
Ms. Alexia Ryan	<ul style="list-style-type: none"> - Differentiated Instruction - Teacher Mentoring
Ms. Johanna Shogan	<ul style="list-style-type: none"> - ELA Common Core - Literacy

	<ul style="list-style-type: none"> - Joint Intervention Team Specialist (<i>English Language Arts</i>)
Mrs. Elisabeth Smith	<ul style="list-style-type: none"> - Literacy - Leadership - Data Driven Inquiry - Curriculum and Instruction - Family Outreach
Ms. Joanne Sole	<ul style="list-style-type: none"> - Teacher Evaluation
Dr. Jerome Steele	<ul style="list-style-type: none"> - Leadership - Consolidation and merger studies - Rural Schools
Ms. Patricia Stone	<ul style="list-style-type: none"> - APPR - Response to Intervention - Common Core / SLO's - Instructional Improvement - Professional Learning Communities
Ms. Susan Tangorre	<ul style="list-style-type: none"> - Professional Development Planning - Team Leadership - Human Resources - Framework for Teaching (TeachScape Proficiency System) - Professional Learning Communities
Ms. Claudia Verga	<ul style="list-style-type: none"> - Differentiated Instruction - ELA Common Core Implementation
Dr. Janice White	<ul style="list-style-type: none"> - Administrator and Teacher Mentoring - Administrative Leadership Training - District Data Usage - Board of Education Development

Chart B. Sample indicators of successful work in underperforming districts (prior 3 years)

District	Sample Indicators of success
Albany City	<ul style="list-style-type: none"> - At Albany High School, the cumulative number of reportable (VADIR) and non-reportable incidents from September through December for last year compared to this year has DECREASED 33 percent. The data team, in collaboration with CASDA meets weekly to look at data and uses this data to inform policy, professional development and to implement strategies to reduce the number of referrals. - The AHS daily attendance rate has increased from an average of 88% last year to an average of 91% for September through December of this year. The committee has implemented the data cycle with the support of CASDA faculty. The attendance committee meets weekly to look at data, and uses it to inform their decisions and strategies. - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit and report to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning and execution. - As a result of collaborative data driven planning, training, modeling, facilitation, coaching, and progress monitoring of the teacher and administrative leadership teams at Hackett Middle School and Albany High School; the shared leadership structure has been transformed into highly active team in place for 2 years, meets monthly, demonstrates research based PLC strategies, and prioritizes school improvement based on quarterly student performance data - As a result of training, facilitation, coaching 2 schools have successfully used a Data Driven Inquiry model (COMPASS) to develop comprehensive school improvement plans with school leadership teams. These schools now have capacity to independently analyze assorted data to revise and adjust school improvement activities. - As a result of collaborative data driven planning, training, modeling, facilitation, coaching and progress monitoring of the teacher and administrative leadership; at Hackett Middle School and Albany High School, all members of the school community have completed the nationally recognized School Climate and Culture Survey . The qualitative and quantitative perceptual survey data has been analyzed, presented to the staff, and used as the basis for school improvement planning and implementation.
Amsterdam	<ul style="list-style-type: none"> - As a result of Just for the Kids NY COMPASS training the high school has seen increases in graduation rates and Math and ELA scores for identified sub-groups. - Instruction has improved and student engagement has increased as a result of differentiated instruction and cooperative learning training - Curriculum maps have been enhanced by addressing ELA and Math Common Core. - The Danielson Framework is in place for Teacher Evaluation
Capital Region BOCES	<ul style="list-style-type: none"> - As a result of professional learning and facilitation with District and school leadership, the BOCES Special Education Department has developed a strategic implementation plan to respond to an independent audit and has regularly employed progress monitoring activities to assess growth.
Gloversville	<ul style="list-style-type: none"> - As a result of a comprehensive Data Driven program review of the Special Education Program and department, the District restructured the education delivery model and provided staff training on using data to assess program effectiveness.
Hudson City	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit and report to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning and

	<p>execution.</p> <ul style="list-style-type: none"> - As a result of the Joint Intervention Team visit and NYSED approved report of findings and recommendations, CASDA successfully conducted District level training and facilitation for turnaround planning. The District has implemented a revised administrative structure in the 2012-12 year as one outcome of that training.
Newburgh	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and submitted approved Joint Intervention Team visit reports to the Assistant Commissioner of Education for 4 underperforming schools in the Newburgh District. These comprehensive reviews provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning.
Peekskill	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit reports to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning. - As a result of the Joint Intervention Team visit and NYSED approved report of findings and recommendations, CASDA successfully conducted administrative personnel searches for key District and school leadership positions. Highly experienced in school improvement, candidates were successfully appointed to the positions of High School Principal and Director of Special Education during summer 2012.
Troy	<ul style="list-style-type: none"> - In conjunction with the NYSED, CASDA has successfully completed and gained approval for a Joint Intervention Team visit reports to the Assistant Commissioner of Education. This comprehensive review provided an assessment of need based on extensive qualitative and quantitative data review for all 7 areas of the SED priorities as well as comprehensive recommendations for wide scale turnaround planning. - As a result of a comprehensive data driven research review in District wide reading program, the District has created multi-year strategic implementation plans to redesign reading instruction, re-align and re-deploy district resources (capital and human), and provide professional learning opportunities for teaching and support staff. - As a result of collaborative data driven planning, training, modeling, facilitation, coaching, and progress monitoring of the school leadership teams at Carroll Hill and School 2, the shared leadership structure has been transformed into highly active team that has developed the Comprehensive Education Plan, has developed a schedule to assess formative and summative school improvement related evidence quarterly, and has prioritized school improvement activities to align with focused and research based turnaround strategies. - As a result of training, facilitation, coaching 4 schools have successfully used a Data Driven Inquiry model (COMPASS) to develop comprehensive school improvement plans with school leadership teams. These schools now have capacity to independently analyze assorted data to revise and adjust school improvement activities.

****This information was previously submitted with the Troy City School District's Systemic Support for District and School Turnaround Grant which they were awarded for the 2012-2014 school years.**

Partner Consortium (based on the eligibility definition, p.4)		
Partner Organization Name and Contact Information	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
Northeast Parent & Child Society Child Guidance Center 530 Franklin Street Schenectady, NY 12305 (518) 381-8911	1. Schenectady High School	1. Peg Normandin 518-881-3800
	2. Steinmetz Career & Leadership Academy	2. Laura Denofio 518-881-2044 ext. 44826
	3. Oneida Middle School	3. Gregory Rashford 518-881-2044 ext. 44833
	4. Mont Pleasant Middle School	4. Diane Wilkinson 518-881-2030
	5. Central Park Middle School	5. Brigid Skopas 518-370-8260
	6. Hamilton Elementary School	6. Karmen McEvoy 518-370-8260
	7. Pleasant Valley Elementary School	7. Catherine Snyder 518-370-8379
		8. Mike Bush 518-370-8160
		9. Tonya Federico 518-370-8250
		10. Coleen Guy 881-2000 ext. 31109
		11. Michelle VanDerLinden 518-881-3720
		12. Wendy Mason 881-2000 ext. 18038
		13. Joe DiCaprio 518-881-3640
		14. Michelle Mostoller 518-881-2000 ext. 38033
	Schools in which the partner has managed/ supported in the last three years (attach additional trend-summary evidence of the academic success of each school, by subgroup, and trend-summary evidence of partners' fiscal performance for the past three years)	References / Contracts (include the names and contact information of school and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.

MICHELLE VANDERLINDEN
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(518) 881-3720

EDUCATION

University of Wisconsin Oshkosh
BS in Elementary Ed with a minor in reading 1988

SUNY Albany
Masters in Reading

Massachusetts College of Liberal Arts
Administrative Certification District Level 2000

AWARDS

Principal of the Year 2010
Teacher of the Year 1999

TEACHING/ADMINISTRATIVE EXPERIENCE

Lincoln Elementary School
Taught: 3rd, 4th, 5th, 3/4 and 4/5 split 1988-2000

The Academy of Culture and Communication at Pleasant Valley 2000-2002
English Language Arts Specialist worked with teachers to improve instruction, implemented parent training sessions, and worked with students to remediate specific skill sets.

Coordinator of ELL, Early Childhood, and Gifted and Talented Program 2002-2004
Developed a team to provide staff development for Pre-K and K teachers focusing on areas of need in student achievement and teaching practices, planned and implemented staff development for ELL centers, and ran the Gifted Program.

Principal of Van Corlaer Elementary School 2004-2011
Manage Building, run professional development programs, evaluate staff

Principal of Hamilton Elementary School 2011-Present
Manage Building, run professional development programs, evaluate staff

RELATED EXPERIENCE

APPR Training Session 2012
Now certified to evaluate teachers

Alderidge Grade 1 HR 103 Section 1						
Period	M	T	W	R	F	Legend
1 (8:10 - 8:20)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 1-7	Lunch
2 (8:20 - 8:30)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	
3 (8:30 - 8:40)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	
4 (8:40 - 8:50)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	Music
5 (8:50 - 9:00)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	
6 (9:00 - 9:10)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading	
7 (9:10 - 9:20)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Art 9:20-10:20 Y	PE Reading Writing Math
8 (9:20 - 9:30)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Art 9:20-10:20 Y	
9 (9:30 - 9:40)	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Reading 8:10-9:40	Art 9:20-10:20 Y	
10 (9:40 - 9:50)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art 9:20-10:20 Y	Science Comp Lab
11 (9:50 - 10:00)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art 9:20-10:20 Y	
12 (10:00 - 10:10)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art 9:20-10:20 Y	
13 (10:10 - 10:20)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Art 9:20-10:20 Y	Chorus Chinese Spanish
14 (10:20 - 10:30)	Writing	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Writing 14-16	
15 (10:30 - 10:40)	Music 10:30-11:00 C	Math - 9:40-10:40	Math - 9:40-10:40	Math - 9:40-10:40	Writing	
16 (10:40 - 10:50)	Music 10:30-11:00 C	Social Studies	Social Studies	Social Studies	Writing	Unscheduled Time
17 (10:50 - 11:00)	Music 10:30-11:00 C	Social Studies	Social Studies	Social Studies	Writing	
18 (11:00 - 11:10)		Social Studies	Social Studies	Social Studies		
19 (11:10 - 11:20)	Lunch	Lunch	Lunch	Lunch	Lunch	
20 (11:20 - 11:30)	Lunch	Lunch	Lunch	Lunch	Lunch	
21 (11:30 - 11:40)	Lunch	Lunch	Lunch	Lunch	Lunch	
22 (11:40 - 11:50)	Lunch	Lunch	Lunch	Lunch	Lunch	
23 (11:50 - 12:00)	Lunch	Lunch	Lunch	Lunch	Lunch	
24 (12:00 - 12:10)	Math 12-1	Science	Science	Writing	Math 24-29	
25 (12:10 - 12:20)	Math 12-1	Science	Science	Writing	Math	
26 (12:20 - 12:30)	Math 12-1	Science	Science	Writing	Math	
27 (12:30 - 12:40)	Math 12-1			Writing	Math	
28 (12:40 - 12:50)	Math 12-1			Writing	Math	
29 (12:50 - 1:00)	Math 12-1	PE 12:50-1:30 O	PE 12:50-1:30 O	Writing	Math	
30 (1:00 - 1:10)	Science	PE 12:50-1:30 O	PE 12:50-1:30 O	Science	Science 30-32	
31 (1:10 - 1:20)	Science	PE 12:50-1:30 O	PE 12:50-1:30 O	Science	Science	
32 (1:20 - 1:30)	Science			Science	Science	
33 (1:30 - 1:40)	Social Studies	Writing	Writing	Music 1:30-2:00 C	Social Studies 33-35	
34 (1:40 - 1:50)	Social Studies	Writing	Writing	Music 1:30-2:00 C	Social Studies	
35 (1:50 - 2:00)	Social Studies	Writing	Writing	Music 1:30-2:00 C	Social Studies	
36 (2:00-2:10)						

Bennett Grade 5 HR 209 Section 5							CHANGE
Period	M	T	W	R	F		Legend
1 (8:10 - 8:20)	Music Curley 1-3	PE Obman 1-3	Art York 1-6	Music Curley 1-3	PE Obman 1-3		Lunch
2 (8:20 - 8:30)	Music Curley	PE Obman	Art York	Music Curley	PE Obman		Art
3 (8:30 - 8:40)	Music Curley	PE Obman	Art York	Music Curley	PE Obman		Music
4 (8:40 - 8:50)		Unscheduled Time	Art York		Unscheduled Time		
5 (8:50 - 9:00)	Math 5-10	Math	Art York	Math 5-10	Math 5-10		PE
6 (9:00 - 9:10)	Math	Math	Art York	Math	Math		Reading
7 (9:10 - 9:20)	Math	Math	Math 7-12	Math	Math		Writing
8 (9:20 - 9:30)	Math	Math	Math	Math	Math		Math
9 (9:30 - 9:40)	Math	Math	Math	Math	Math		Social Studies
10 (9:40 - 9:50)	Math	Math	Math	Math	Math		Science
11 (9:50 - 10:00)	Science 11-13	Science	Math	Science	Science		Comp Lab
12 (10:00 - 10:10)	Science	Science	Math	Science	Science		Chorus
13 (10:10 - 10:20)	Science	Science	Science 13-15	Science	Science		Chinese
14 (10:20 - 10:30)	Reading 14-24	Reading	Science	Reading	Reading		Spanish
15 (10:30 - 10:40)	Reading	Reading	Science	Reading	Reading		Unscheduled Time
16 (10:40 - 10:50)	Reading	Reading	Reading	Reading	Reading		
17 (10:50 - 11:00)	Reading	Reading	Reading	Reading	Reading		
18 (11:00 - 11:10)	Reading	Reading	Reading	Reading	Reading		
19 (11:10 - 11:20)	Reading	Reading	Reading	Reading	Reading		
20 (11:20 - 11:30)	Reading	Reading	Reading	Reading	Reading		
21 (11:30 - 11:40)	Reading	Reading	Reading	Reading	Reading		
22 (11:40 - 11:50)	Reading	Reading	Reading	Reading	Reading		
23 (11:50 - 12:00)	Reading	Reading	Reading	Reading	Reading		
24 (12:00 - 12:10)	Reading	Reading	Reading	Reading	Reading		
25 (12:10 - 12:20)	Lunch 25-29	Lunch	Lunch	Lunch	Lunch		
26 (12:20 - 12:30)	Lunch	Lunch	Lunch	Lunch	Lunch		
27 (12:30 - 12:40)	Lunch	Lunch	Lunch	Lunch	Lunch		
28 (12:40 - 12:50)	Lunch	Lunch	Lunch	Lunch	Lunch		
29 (12:50 - 1:00)	Lunch	Lunch	Lunch	Lunch	Lunch		
30 (1:00 - 1:10)	Social Studies 30-32	Social Studies	Social Studies	Social Studies	Social Studies		
31 (1:10 - 1:20)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies		
32 (1:20 - 1:30)	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies		
33 (1:30 - 1:40)	Writing 33-35	Writing	Writing	Writing	Writing		
34 (1:40 - 1:50)	Writing	Writing	Writing	Writing	Writing		
35 (1:50 - 2:00)	Writing	Writing	Writing	Writing	Writing		
36 (2:00-2:10)							

Hamilton APPR Schedule PL

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Annie - Lesson Plan by 27 th Pre-conference 28 th						
7	8	2	3	4	5	6
Columbus Day No School	945 collection CRAM 845-945	CRAM 845-945	Liz 8:45 CRAM 845-945	8am Meeting at 108	CRAM 845-945	
14	15	16	17	18	19	20
Donna (ELA) Lesson plan due 1 st 1:00 PM CRAM 845-945	Kacy (Math) Lesson plan due 2 nd 8:20 AM CRAM 845-945	Colleen B (ELA) Lesson plan due 3 rd CRAM 845-945	Liz Deluke (ELA) Lesson plan due 4 th 9:45	Alissa (ELA) AM Lesson plan due 5 th 9:45-10:45		
21	22	23	24	25	26	27
CRAM 845-945	CRAM 845-945	Heather O (ELA) Lesson plan due 10 th CRAM 845-945	Donya (ELA) 1405-1450 Lesson plan due 11 th Susan (Math) 10:15-11:15 Lesson plan due 1 st CRAM 845-945			
28	29	30	31			
Ron (Math) Lesson plan due 15 th CRAM 845-945	CRAM 845-945	CRAM 845-945				

mat
will
work

Hamilton APPR Schedule P.2

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	4 AC 330-5 York's pt. am	FACULTY MEETING 9:30-10:30 Munro 4	Kott's pt. am 10-10:45 Belcher	Alderville + Graham 12:30 D. Pietro 9:30-10:30 Cram 12-1 Dipietro	8 Munro 1-2 Brennan	9 10
	grade 2 2:30 Cram 1-2 Brennan	Cram 1-2 Belcher	Cram 10-11 Dipietro Cram 9-10 Belcher	Cram 12-1 Dipietro	Cram 1-2 Brennan	
	11 Veterans Day No School		Kott 8:10 Culture Club 2:30 Cram 10-11 Dipietro Cram 9-10 Belcher	14 9:35-10:30 K-3 concert 1 pm Cram 1-2 Brennan	16 17	
	18 AC 330-5 19	9:30-11 Band 4-6 concert Bennett	20 Bennett 9:45 Cram 10-11 Dipietro Cram 9-10 Belcher	22 Thanksgiving No School	23	24
Super bowl	25	26	27	28	29	30
	Cram 1-2 Brennan	Cram 1-2 Belcher	Cram 10-11 Dipietro Cram 9-10 Belcher Grade 2 Band 2:30 BOE meeting 7	Cram 12-1 Dipietro Cram 1-2 Brennan		

Hawaii APPR Schedule F.3

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	AC 330-5 Cram 10-11 Wed	3 <u>Liberty 2:30</u> Security Meeting Cram 1-2	4 8 AM liaison	5 <u>Alberding</u> 5:30-11:00 Sing along	6 Cram 10-11 Liberty 2	7
9	10 <u>Cohort 3</u>	11 Cram 1-2	12 <u>Callery</u> 8:40-9:40	13 Cram 11-12 Cram 10-11	14	15
16	17 AC 330-5 Cram 10-11	18 Cram 1-2	19 Cram 1-2 Cram 915-1015	20 <u>Miller 10:45</u> Practical meeting Cram 10-11	21 Go home early drill	22
23	24 Cram 10-11	25 K+1 (with Rutgers from upper grades) <u>2+3</u>	26	27 <u>Macy 1:20-2:20</u>	28	29
		4+ 5+6				

Hamilton HPR P.Y

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				2	3	5
					4	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Renee
9:30
(Beldens
room)

Steph J
8:50

Erin B
9 AM-10 AM

Coach
10:50

Don
Mia
Ken

Coach
10:50

Andrea IPM

Agency Code	5	3	0	6	0	0	0	1	0	0	0
Agency Name	Schenectady City School District										

Pre-implementation Period (April 1, 2013 - August 31, 2013)			Year 1 Implementation Period (September 1, 2013 - August 31, 2014)			Year 2 Implementation Period (September 1, 2014 - August 31, 2015 – for Turnaround, Restart, and Transformation models only)		
Categories	Code	Costs	Categories	Code	Costs	Categories	Code	Costs
Professional Salaries	15	88,673	Professional Salaries	15	474,623	Professional Salaries	15	482,537
Support Staff Salaries	16	2,250	Support Staff Salaries	16	52,650	Support Staff Salaries	16	52,650
Purchased Services	40	75,200	Purchased Services	40	645,200	Purchased Services	40	597,600
Supplies and Materials	45	84,294	Supplies and Materials	45	316,167	Supplies and Materials	45	151,787
Travel Expenses	46	8,400	Travel Expenses	46	29,680	Travel Expenses	46	35,280
Employee Benefits	80	27,099	Employee Benefits	80	157,680	Employee Benefits	80	159,282
Indirect Cost (IC)	90	5,584	Indirect Cost (IC)	90	23,999	Indirect Cost (IC)	90	20,864
BOCES Service	49	0	BOCES Service	49	0	BOCES Service	49	0
Minor Remodeling	30	8,500	Minor Remodeling	30	0	Minor Remodeling	30	0
Equipment	20	0	Equipment	20	0	Equipment	20	0
Total		300,000	Total		1,699,999	Total		1,500,000

Year 3 Implementation Period (September 1, 2015 - August 31, 2016 – for Turnaround, Restart, and Transformation models only)		
Categories	Code	Costs
Professional Salaries	15	315,673
Support Staff Salaries	16	42,570
Purchased Services	40	417,600
Supplies and Materials	45	81,429
Travel Expenses	46	33,880
Employee Benefits	80	94,566
Indirect Cost (IC)	90	14,282
BOCES Service	49	0
Minor Remodeling	30	0
Equipment	20	0
Total		1,000,000

Total Project Period (April 1, 2013 - August 31, 2016 for Turnaround, Restart, and Transformation OR April 1, 2013 – August 31, 2014 for Closure models)		
Categories	Code	Costs
Professional Salaries	15	1,361,506
Support Staff Salaries	16	150,120
Purchased Services	40	1,735,600
Supplies and Materials	45	633,677
Travel Expenses	46	107,240
Employee Benefits	80	438,627
Indirect Cost (IC)	90	64,729
BOCES Service	49	0
Minor Remodeling	30	8,500
Equipment	20	0
Total Project Budget		4499999

**The University of the State of New York
THE STATE EDUCATION DEPARTMENT**
(see instructions for mailing address)

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT
FS-10 (03/10)**

Local Agency Information

Funding Source: Hamilton SIG 1003(g) PLANNING PERIOD

Report Prepared By: Lori McKenna

Agency Name: Schenectady City School District, Office of Planning and Accountability

Mailing Address: 1252 Albany Street

Street

Schenectady

New York

12304

City

State

Zip Code

Telephone #: (518) 881-3405

County: Schenectady

E-Mail Address: mckennal@schenectady.k12.ny.us

Project Operation Dates: 4 / 1 / 2013 8 / 31 / 2013
Start End

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Beginning with the 2005-06 budgets, equipment items having a unit value of \$5,000 or more, number and type
 - Budgets for 2004-05 and earlier years equipment items having a unit value of \$1,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Implementation Mgr.	.40	\$85,482	\$34,193
Summer SCCORE Teachers	4	\$4,800 (5days x 4 hrs x \$33 + 5 hrs planning x \$28 = \$800 x 6 wks)	\$19,200
Faculty Planning Time	30	\$672 (2 hrs x 12 wks x \$28)	\$20,160
PD Stipends	30	\$504 (\$28 x 18h)	\$15,120
Subtotal - Code 15			\$88,673

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Para training for Educational Support	15	\$150 (10 hrs x \$15)	\$2,250
Subtotal - Code 16			\$2,250

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Educational Support Plan & PD	CASDA	40 x \$1,000	\$40,000
Curriculum Work	Institute for Learning	1 x \$30,000	\$30,000
Parent outreach & Translation Consult	TBD	130 x \$40	\$5,200
Subtotal - Code 40			\$75,200

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year includes computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Library Reading Area furnishings	1	\$5,000	\$5,000
Culturally relevant books to support Inst. Shifts	125	\$27.95	\$3,494
Postage & Office Supplies	1	\$500	\$500
Furnishings & Supplies Family Rm.	1	\$4,200	\$4,200
Furnishings & Supplies Counseling Space	1	\$1,100	\$1,100
Smart Boards	20	\$3,500	\$70,000
Subtotal - Code 45			\$84,294

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Transportation for SCCORE		30 x \$280	\$8,400
Subtotal - Code 46			\$8,400

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	\$6,956
	New York State Employees	\$10,499
	Other	418
Health Insurance		\$6,770
Worker's Compensation		\$682
Unemployment Insurance		\$1,774
Other (Identify)		
Subtotal – Code 80		\$27,099

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$ 265,915 (A)

B. Approved Restricted Indirect Cost Rate

2.1 % (B)

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$ 5,584 (C)

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Family Empowerment Room space	1 x \$3,500	\$3,500
Counseling space	1 x 5,000	\$5,000
Subtotal – Code 30		\$8,500

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			

HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Floor 2M Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$474,623
Support Staff Salaries	16	\$52,650
Purchased Services	40	\$645,200
Supplies and Materials	45	\$316,167
Travel Expenses	46	\$29,680
Employee Benefits	80	\$157,680
Indirect Cost	90	\$23,999
BOCES Services	49	\$0
Minor Remodeling	30	\$0
Equipment	20	\$0
Grand Total		\$1,699,999

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

1/22/2013
Lance T. Spivey

Date _____ **Signature** _____

Laurence T. Spring, Superintendent, Schenectady City School District

Agency Code:	5	3	0	6	0	0	0	0	0
Project #:									
(If pre-assigned)									
Contract #:									
Federal Employer ID #:									
(New non-municipal agencies only)									
Agency Name:	Schenectady City School District								

FOR DEPARTMENT USE ONLY

Funding Dates: 9 / 1 / 2013 8 / 31 / 2014
From To

Program _____ Date: _____
Approval: _____

<u>Fiscal Year</u>	<u>Amount Budgeted</u>	<u>First Payment</u>

Voucher #	First Payment
1	100
2	100
3	100
4	100
5	100
6	100
7	100
8	100
9	100
10	100
11	100
12	100
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14	100
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90	100
91	100
92	100
93	100
94	100
95	100
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97	100
98	100
99	100
100	100

Finance: ☐ ☐ ☐

Log	Approved	MIR
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**The University of the State of New York
THE STATE EDUCATION DEPARTMENT**
(see instructions for mailing address)

**PROPOSED BUDGET FOR A
FEDERAL OR STATE PROJECT**
FS-10 (03/10)

Local Agency Information

Funding Source: Hamilton SIG 1003(g) YEAR 1

Report Prepared By: Lori McKenna

Agency Name: Schenectady City School District, Office of Planning and Accountability

Mailing Address: 1252 Albany Street

Street

Schenectady

New York

12304

City

State

Zip Code

Telephone #: (518) 881-3405

County: Schenectady

E-Mail Address: mckennal@schenectady.k12.ny.us

Project Operation Dates: 9 / 1 / 2013 8 / 31 / 2014
Start End

INSTRUCTIONS

- ❖ Submit the original budget and the required number of copies along with the completed application directly to the appropriate State Education Department office as indicated in the application instructions for the grant program for which you are applying. DO NOT submit this form to the Grants Finance.
- ❖ Enter whole dollar amounts only.
- ❖ Prior approval by means of an approved budget (FS-10) or budget amendment (FS-10-A) is required for:
 - Personnel positions, number and type
 - Beginning with the 2005-06 budgets, equipment items having a unit value of \$5,000 or more, number and type
 - Budgets for 2004-05 and earlier years equipment items having a unit value of \$1,000 or more, number and type
 - Minor remodeling
 - Any increase in a budget subtotal (professional salaries, purchased services, travel, etc.) by more than 10 percent or \$1,000, whichever is greater
 - Any increase in the total budget amount.
- ❖ Certification on page 8 must be signed by Chief Administrative Officer or designee.
- ❖ High quality computer generated reproductions of this form may be used.
- ❖ For changes in agency or payee address contact the State Education Department office indicated on the application instructions for the grant program for which you are applying.
- ❖ For further information on budgeting, please refer to the Fiscal Guidelines for Federal and State Aided Grants which may be accessed at www.oms.nysed.gov/cafe/ or call Grants Finance at (518) 474-4815.

SALARIES FOR PROFESSIONAL STAFF: Code 15

Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equals .2 FTE.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
School Implementation Mgr.	1	\$85,803	\$85,803
Teacher Specialist (K-2, 3-6)	2	\$55,000	\$110,000
Floating Sub to allow for PD coaching	1	\$39,500	\$39,500
Extended Day Enrichment Support	10	\$9,600 (week=4 days x 2 hrs x \$33 plus 2 hrs planning x \$28 = \$320 per teacher per week x 20 weeks)	\$96,000
Summer Enrichment Support	10	\$3,616 (Summer = 4 days x 6 hrs x \$33 plus 4 hrs planning x \$28 = \$904 x 4 weeks)	\$36,160
SCORE TEACHERS	4	\$4,800 (Summer = 5 days x 4 hrs x \$33 plus 5 hrs planning x \$28 = \$800 x 6 wks)	\$19,200
Team Planning Time	30	\$2,128 (38 weeks x 2 hours per wk x \$28)	\$63,840
PD Stipends	30	\$804 (\$28 x 30h)	\$24,120
Subtotal - Code 15			\$474,623

SALARIES FOR SUPPORT STAFF: Code 16

Include salaries for teacher aides, secretarial and clerical assistance, and for personnel in pupil transportation and building operation and maintenance. Do not include central administrative staff that are considered to be indirect costs, e.g., account clerks.

Specific Position Title	Full-Time Equivalent	Annualized Rate of Pay	Project Salary
Para training for Educational Support	15	\$150 (10 hrs x \$15)	\$2,250
Subtotal - Code 16			\$2,250

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Educational Support Plan & PD	CASDA	40 x \$1,000	\$40,000
Curriculum Work	Institute for Learning	2 x \$30,000	\$30,000
Parent outreach & Translation Consult	TBD	130 x \$40	\$5,200
Subtotal - Code 40			\$75,200

PURCHASED SERVICES: Code 40

Include consultants (indicate per diem rate), rentals, tuition, and other contractual services. Copies of contracts may be requested by the State Education Department. Purchased Services from a BOCES, if other than applicant agency, should be budgeted under Purchased Services with BOCES, Code 49.

Description of Item	Provider of Services	Calculation of Cost	Proposed Expenditure
Educational Support Plan & PD	CASDA	310 x \$1,000	\$310,000
School Based Health Center Plan/Prep	Hometown Health	1 x \$32,000	\$32,000
Mental Health Center Planning & Dev.	Child Guidance	1 x \$123,600	\$123,600
Parent Outreach & Translation Consult	TBD	240 x \$40	\$9,600
District level Curriculum work	Institute for Learning	1 x \$170,000	\$170,000
Subtotal - Code 40			\$645,200

SUPPLIES AND MATERIALS: Code 45

Beginning with the 2005-06 year includes computer software, library books and equipment items under \$5,000 per unit.

For earlier years include computer software, library books and equipment items under 1,000 per unit.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Office Supplies & Postage	1	\$1,200	\$1,200
Books to support Inst. Staff	875	\$27.95	\$24,456
Classroom Inst. Enhancements	19	\$3,000	\$57,000
Extended Day Enrichment Supplies	30	\$400	\$12,000
Summer Enrichment Supplies	4	\$750	\$3,000
Laptops	270	\$700	\$189,000
Mobile Laptop carts (30 unit)	9	\$2,779	\$25,011
Printers/Peripherals	9	\$500	\$4,500
Subtotal - Code 45			\$316,167

TRAVEL EXPENSES: Code 46

Include pupil transportation, conference costs and travel of staff between instructional sites. Specify agency approved mileage rate for travel by personal car or school-owned vehicle.

Position of Traveler	Destination and Purpose	Calculation of Cost	Proposed Expenditures
Buses for After-School Enrichment	120	\$140	\$16,800
Buses for Summer Enrichment	16	\$280	\$4,480
SCCORE Buses	30	\$280	\$8,400
Subtotal - Code 46			\$29,680

EMPLOYEE BENEFITS: Code 80

Rates used for project personnel must be the same as those used for other agency personnel.

Benefit		Proposed Expenditure
Social Security		
Retirement	New York State Teachers	\$40,336
	New York State Employees	\$56,195
	Other	\$9,374
Health Insurance		\$43,488
Worker's Compensation		\$3,955
Unemployment Insurance		\$4,332
Other (Identify)		
Subtotal – Code 80		\$157,680

INDIRECT COST: Code 90

A. Modified Direct Cost Base – Sum of all preceding subtotals (codes 15, 16, 40, 45, 46, and 80 and excludes the portion of each subcontract exceeding \$25,000 and any flow through funds)

\$ 1,142,801 (A)

B. Approved Restricted Indirect Cost Rate

2.1 % (B)

C. (A) x (B) = Total Indirect Cost

Subtotal – Code 90

\$ 23,999 (C)

PURCHASED SERVICES WITH BOCES: Code 49

Description of Services	Name of BOCES	Calculation of Cost	Proposed Expenditure
Subtotal – Code 49			

MINOR REMODELING: Code 30

Allowable costs include salaries, associated employee benefits, purchased services, and supplies and materials related to alterations to existing sites.

Description of Work To be Performed	Calculation of Cost	Proposed Expenditure
Subtotal – Code 30		

EQUIPMENT: Code 20

Beginning with the 2005-06 year all equipment to be purchased in support of this project with a unit cost of \$5,000 or more should be itemized in this category. Equipment items under \$5,000 should be budgeted under Supplies and Materials, Code 45. Repairs of equipment should be budgeted under Purchased Services, Code 40.

For earlier years the threshold for reporting equipment purchases was \$1,000 or more. Equipment items under \$1,000 should be budgeted under Supplies and Materials.

Description of Item	Quantity	Unit Cost	Proposed Expenditure
Subtotal – Code 20			

HELPFUL REMINDERS

- ❖ Check for the required number of copies to be submitted, including the number of original signature copies. The number of copies may vary from program to program. If unsure, contact the State Education Department office responsible for the program for which you are applying.
- ❖ An approved copy of the FS-10 will be returned to the contact person at the address completed on page 1. A window envelope will be used for the return mailing; please make sure that the contact information is accurate, legible, and confined to the address field.
- ❖ Be sure to check your math and carry all subtotals forward to the Summary on Page 8. Simple mathematical errors often require Grants Finance to contact both the local agency and other State Education Department offices, resulting in unnecessary delays in program approval. And remember, use whole dollars only.
- ❖ School districts and BOCES should use the restricted indirect cost rate that has been approved for the school year in which the grant will operate. Most other agencies are subject to a fixed maximum rate depending on the grant program and type of agency. Contact Grants Finance at (518) 474-4815 if you have any questions regarding indirect costs.
- ❖ The modified direct cost used in the calculation of indirect cost must exclude equipment, minor remodeling, the portion of each subcontract exceeding \$25,000 and any flow through funds.
- ❖ Be sure to complete the Agency Code on Page 8 as well as the Project #, if pre-assigned.
- ❖ For Special Legislative projects and Grant Contracts, please enter the Contract #.
- ❖ For ease of data entry at the State Education Department, please make sure that Page 8 faces out.
- ❖ Submit forms to the State Education Department as follows:

Application, FS-10, FS-10-A – Program Office

FS-25, FS-10-F for **Special Legislative Projects** –
Special Legislative Projects Coordinating Team
New York State Education Department
Floor 2M Education Building
Albany, New York 12234

FS-25, FS-10-F for other projects –
Grants Finance
New York State Education Department
Room 510W Education Building
Albany, New York 12234

BUDGET SUMMARY

SUBTOTAL	CODE	PROJECT COSTS
Professional Salaries	15	\$88,673
Support Staff Salaries	16	\$2,250
Purchased Services	40	\$75,200
Supplies and Materials	45	\$84,294
Travel Expenses	46	\$8,400
Employee Benefits	80	\$27,099
Indirect Cost	90	\$5,584
BOCES Services	49	\$0
Minor Remodeling	30	\$8,500
Equipment	20	\$0
Grand Total		\$300,000

CHIEF ADMINISTRATOR'S CERTIFICATION

I hereby certify that the requested budget amounts are necessary for the implementation of this project and that this agency is in compliance with applicable Federal and State laws and regulations.

1 / 22 / 2013

Date

Signature

Laurence T. Spring, Superintendent, Schenectady City School District

Name and Title of Chief Administrative Officer

Agency Code:	5	3	0	6	0	0	0	1	0	0	0	0
Project #: (If pre-assigned)												
Contract #:												
Federal Employer ID #: (New non-municipal agencies only)												
Agency Name:	Schenectady City School District											

FOR DEPARTMENT USE ONLY

Funding Dates: 4 / 1 / 2013 8 / 31 / 2013
From To

Program

Approval:

Date:

Fiscal Year Amount Budgeted First Payment

Voucher # First Payment

Finance:

Log

Approved

MIR

**Schenectady City School District
Hamilton SIG 1003(g)
Budget Narrative**

Budget Categories	Planning Period 4/1/13 – 8/31/13		Year 1 9/1/13 – 8/31/14	
1. Personnel				
School Implementation Manager To oversee wrap around, and family and student components of the grant	.40 x \$85,482	\$34,193	1 x \$85,803	\$85,803
Summer SCCORE Teachers Summer Enrichment to increase literacy	4 x \$4,800 (5 days x 4 hrs x \$33 + 5 hrs planning x \$28 = \$800 x 6 weeks)	\$19,200	4 x \$4,800 (5 days x 4 hrs x \$33 + 5 hrs planning x \$28 = \$800 x 6 weeks)	\$19,200
Faculty Planning Time To allow for full participation	30 x \$672 (2 hrs x 12 wks x \$28)	20,160	30 x \$804 (\$28 x 30h) 15 x \$150 (\$15 x 10 hrs)	\$24,120 \$2,250
PD Stipends Summer and After school PD as needed	30 x \$504 (\$28 x 18 hours)	15,120		
Para training for Educational Supporting Summer and After school PD	15 x \$150 (10 hrs x \$15)	\$2,250	15 x \$150 (\$15 x 10 hrs)	\$2,250
Teacher Leaders (K-2, 3-6) To increase accelerated learning in low performing students and increase teacher skills			2 x \$55,000	\$110,000
Floating Sub to allow for PD coaching			1 x \$39,500	\$39,500
Extended Day Enrichment and RtI Support for students			10 x \$9,600 (week=4 days x 2 hrs x \$33 + 2 hrs planning x \$28 = \$320 per teacher per week x 20 weeks) 10 x \$3,600 (8 hrs/wk x \$15 = \$120 x 30 weeks) Support Staff	\$96,000 \$36,000
Summer Enrichment Support For students with significant learning gaps to accelerate learning and prevent summer learning loss			10 x \$3,616 (Summer = 4 days x 6 hrs x \$33 + 4 hrs planning x \$38 = \$904 x 4 weeks) 10 x \$1,440 (24 hrs/wk x \$15 =	\$36,160 \$14,400

			\$360 x 4 wks) Support Staff	
PD Stipends			30 x \$804 (\$28 x 30h)	\$24,120
Para Professional Training Support			15 x \$150 (\$15 x 10 hrs)	\$2,250
Personnel SUBTOTAL		\$90,923		\$527,273

2. Employee Benefits				
Budget Categories	Planning Period		Year 1	
	4/1/13 – 8/31/13		9/1/13 – 8/31/14	
* Schenectady City School District includes SS, NYS Ret, NYS EMP, HI, WC, UI, Med		\$27,099		\$157,680
Employee Benefits SUBTOTAL		\$27,099		\$157,680

3. Contractual Services				
Budget Categories	Planning Period 4/1/13 – 8/31/13		Year 1 9/1/13 – 8/31/14	
Educational Support Plan & PD	CASDA (40 x \$1,000)	\$40,000	Educational Support Plan & PD (CASDA) 310 X \$1,000	\$310,000
Curriculum Work	Institute of Learning (1 x \$30,000)	\$30,000		
Parent outreach & Translation Consult	TBD (130 x \$40)	\$5,200	TBD (240 x \$40)	\$9,600
School Based Health Center Plan/Prep			Hometown Health (1 x \$32,000)	\$32,000
Mental Health Center Planning & Dev.			Child Guidance (1 x \$123,600)	\$123,600
District Level Curriculum Work			Institute for Learning (1 x \$170,000)	\$170,000
Contractual Services SUBTOTAL		\$75,200		\$645,200

4. BOCES Services				
Budget Categories	Planning Period 4/1/13 – 8/31/13		Year 1 9/1/13 – 8/31/14	
BOCES Services				
BOCES Services SUBTOTAL		\$0		\$0

5. Travel				
Budget Categories	Planning Period 4/1/13 – 8/31/13		Year 1 9/1/13 – 8/31/14	
Transportation for SCCORE	30 x \$280	\$8,400	30 x \$280	\$8,400
Buses for After-School Enrichment			120 x \$140	\$16,800
Buses for Summer Enrichment			16 x \$280	\$4,480
Travel Services SUBTOTAL		\$8,400		\$29,680

6. Equipment				
Budget Categories	Planning Period 4/1/13 – 8/31/13		Year 1 9/1/13 – 8/31/14	
Equipment SUBTOTAL		\$0		\$0

7. Supplies and Materials				
Budget Categories	Year 1		Year 1	
	1/1/13 – 6/30/13		9/1/13 – 8/31/14	
Library Reading Area Furnishings	1 x \$5,000	\$5,000		
Culturally Relevant Books to support Inst. Shifts	125 x \$27.95	\$3,494	875 x \$27.95	\$24,456
Postage & Office Supplies	1 x \$500	\$500	1 x \$1,200	\$1,200
Furnishings & Supplies Family Room	1 x \$4,200	\$4,200		
Furnishings & Supplies Counseling Space	1 x \$1,100	\$1,100		
Smart Boards	20 x \$3,500	\$70,000		
Classroom Inst. Enhancements			19 x \$3,000	\$57,000
Extended Day Enrichment Supplies			30 x \$400	\$12,000
Summer Enrichment Supplies			4 x \$750	\$3,000
Laptops			270 x \$700	\$189,000
Mobile Laptop Carts			9 x \$2,779	\$25,011
Printers/Peripherals			9 x \$500	\$4,500
Supplies and Materials SUBTOTAL		\$84,294		\$316,167

8. Construction	Family Empowerment Room Space	\$3,500		\$0
	Counseling Space	\$5,000		
9. Other				
10. Indirect Costs		\$5,584		\$23,999
11. Training Stipends				
12. Total Costs (Sum 9-11)				

Hamilton APPR Schedule ^{PL}

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Annie - Lesson Plan by 27 th Pre-conference 28 th		Annie (Math) 9 AM CRAM 845-945		8am Meeting at 108 CRAM 845-945		
7	8 Columbus Day No School	9 945 Collection CRAM 845-945	10 Liz 8:45 CRAM 845-945	11 CRAM 845-945	12 10:30 Dew CRAM 845-945	13
14	15 Donna (ELA) Lesson plan due 1 st 1:00 9:45 CRAM 845-945	16 Kacy (Math) Lesson plan due 2 nd 8:20 8:55 CRAM 845-945	17 Colleen B (ELA) Lesson plan due 3 rd CRAM 845-945	18 Liz DeLuke (ELA) Lesson plan due 4 th 9:45 730 - 930 meeting at Van	19 Alissa (ELA) AM Lesson plan due 5 th 9:45-10:45 CRAM 845-945	20
21	22 CRAM 845-945	23 CRAM 845-945	24 Heather O (ELA) Lesson plan due 10 th CRAM 845-945	25 Donya (ELA) 1405-1450 8:20-9:05 Lesson plan due 11 th Susan (Math) 10:15-11:15 Lesson plan due 1 st CRAM 845-945	26 Don 8:30 CRAM 845-945	27
28	29 Ron (Math) Lesson plan due 15th CRAM 845-945	30 CRAM 845-945	31 CRAM 845-945			

10/10/12

Hamilton APPR Schedule P.2

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	AC 330-5 York's plan * grade 2 2:20 Cram 1-2 Brennan	<p>13:30-10:45 Belcher</p> <p>9:30-10:30 Munro</p> <p>Cram 1-2 Belcher</p>	<p>Kott's plan 10-10:45 Belcher</p> <p>9:30-10:30 Belcher</p> <p>Cram 1-2 Belcher</p>	<p>Alderdice t</p> <p>Graham 12:30</p> <p>9:30-10:30 Belcher</p> <p>Cram 12-1 DiPietro</p>	<p>Heath</p> <p>10:30-11:30 Belcher</p> <p>Cram 1-2 Brennan</p>	10
11	Veterans Day No School		<p>Kott 8:10</p> <p>Culture Club 2:20 Cram 10-11 DiPietro Cram 9-10 Belcher</p>	<p>Alderdice 9:30-10:30</p> <p>7:30 Woodlawn Cram 12-1 DiPietro</p>	<p>K-3 concert 1pm Cram 1-2 Brennan</p>	17
18	AC 330-5 York 10:30-11:30 Cram 1-2 Brennan	<p>9:30-11 Band 4-6 concert Bennett</p> <p>Cram 1-2 Belcher</p>	<p>Bennett 9:45</p> <p>Cram 10-11 DiPietro Cram 9-10 Belcher</p>	<p>Thanksgiving No School</p>	<p>No School</p>	24
25	<p>Mealey</p> <p>Cram 1-2 Brennan</p>	<p>9:30-11:30 Cram 1-2 Belcher</p>	<p>Bestman 8:30-9:30</p> <p>Cram 10-11 DiPietro Cram 9-10 Belcher Cram 8:30-9:30 BoE meeting</p>	<p>10:20</p> <p>Cram 12-1 DiPietro</p> <p>10:45-9:45 all plans due 15th</p>	<p>Munro 1-2</p> <p>Cram 1-2 Brennan</p>	30

Hamilton APPR Schedule P.3

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 AC 330-5 Cram 10-11	4 Faculty Meeting Liberty 8:30 Bennett Cram 1-2	5 8 AM liaison Cram 1-2 - Liberty Cram 915-1015	6 Alberdi 4:15 5:30-7:00 Sing along Cram 11-12 Bennett Cram 10-11	7	8
9	10 Cohort 3 Cram 10-11	11 Cram 1-2	12 Cohort 1 8:45-9:15 Cram 1-2 Cram 915-1015	13	14	15
16	17 AC 330-5 Cram 10-11	18	19 Cram 1-2 Cram 915-1015	20 Miller 10:00 Faculty meeting Cram 10-11	21 Go home early drill Cram 10-11	22
23	24	25 K+1 (w/ helpers from upper grades) 2+3 4+5+6	26	27	28	29

Hamilton APPR P.4

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			2	3	4 Tom 9:15 Nick 10 Ken	5
6	7	8	9	10	11	12
13	14	15	16 Coach 10:50	17 Andrea 1PM	18	19
20	21	22	23 Steph J 8-50	24 Erin B 9 AM-10AM	25 Coach 10:50	26
27	28 Renee 9:30 (Belcher's room)	29 Dean 1:30	30	31		

Assurances and Waivers for Federal Discretionary Program Funds

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.

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

New York State Assurances and Certifications (For discretionary grant programs only)

- Appendix A
- Appendix A-1G
- Appendix A-2

Waiver for the use of Title I Funding for Whole School Programs

If the LEA identified in this application is a Title I school for specific targeted activities only, signing the certification on the application cover page acts as a waiver request to use specific targeted activity funds from this grant for whole-school change programming.

ASSURANCES – NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the Education Department Program Contact listed in the Application. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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 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 subagreements.
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 structure.
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

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

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 subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

ED 80-0013, as amended by the New York State Education Department

**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 which 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.

Section 1.01 ED 80-0014, as amended by the New York State Education Department

**New York State Education Department
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. These assurances are not applicable to certain programs, such as the No Child Left Behind Act. If you have any questions, please contact NYSED.

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
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 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.

Section 1.02

Article II. 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).

APPENDIX A

STANDARD CLAUSES FOR NYS CONTRACTS

The parties to the attached contract, license, lease, amendment or other agreement of any kind (hereinafter, "the contract" or "this contract") agree to be bound by the following clauses which are hereby made a part of the contract (the word "Contractor" herein refers to any party other than the State, whether a contractor, licenser, licensee, lessor, lessee or any other party):

1. EXECUTORY CLAUSE. In accordance with Section 41 of the State Finance Law, the State shall have no liability under this contract to the Contractor or to anyone else beyond funds appropriated and available for this contract.

2. NON-ASSIGNMENT CLAUSE. In accordance with Section 138 of the State Finance Law, this contract may not be assigned by the Contractor or its right, title or interest therein assigned, transferred, conveyed, sublet or otherwise disposed of without the State's previous written consent, and attempts to do so are null and void. Notwithstanding the foregoing, such prior written consent of an assignment of a contract let pursuant to Article XI of the State Finance Law may be waived at the discretion of the contracting agency and with the concurrence of the State Comptroller where the original contract was subject to the State Comptroller's approval, where the assignment is due to a reorganization, merger or consolidation of the Contractor's business entity or enterprise. The State retains its right to approve an assignment and to require that any Contractor demonstrate its responsibility to do business with the State. The Contractor may, however, assign its right to receive payments without the State's prior written consent unless this contract concerns Certificates of Participation pursuant to Article 5-A of the State Finance Law.

3. COMPTROLLER'S APPROVAL. In accordance with Section 112 of the State Finance Law (or, if this contract is with the State University or City University of New York, Section 355 or Section 6218 of the Education Law), if this contract exceeds \$50,000 (or the minimum thresholds agreed to by the Office of the State Comptroller for certain S.U.N.Y. and C.U.N.Y. contracts), or if this is an amendment for any amount to a contract which, as so amended, exceeds said statutory amount, or if, by this contract, the State agrees to give something other than money when the value or reasonably estimated value of such consideration exceeds \$10,000, it shall not be valid, effective or binding upon the State until it has been approved by the State Comptroller and filed in his office. Comptroller's approval of contracts let by the Office of General Services is required when such contracts exceed \$85,000 (State Finance Law Section 163.6.a).

4. WORKERS' COMPENSATION BENEFITS. In accordance with Section 142 of the State Finance Law, this contract shall be void and of no force and effect unless the Contractor shall provide and maintain coverage during the life of this contract for the benefit of such employees as are required to be covered by the provisions of the Workers' Compensation Law.

5. NON-DISCRIMINATION REQUIREMENTS. To the extent required by Article 15 of the Executive Law (also known as the Human Rights Law) and all other State and Federal statutory and constitutional non-discrimination provisions, the Contractor will not discriminate against any employee or applicant for employment because of race, creed, color, sex, national origin, sexual orientation, age, disability, genetic predisposition or carrier status, or marital status. Furthermore, in accordance with Section 220-e of the Labor Law, if this is a contract for the construction, alteration or repair of any public building or public work or for the manufacture, sale or distribution of materials, equipment or supplies, and to the extent that this contract shall be performed within the State of New York, Contractor agrees that neither it nor its subcontractors shall, by reason of race, creed, color, disability, sex, or national origin: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. If this is a building service contract as defined in Section 230 of the Labor Law, then, in accordance with Section 239 thereof, Contractor agrees that neither it nor its subcontractors shall by reason of race, creed, color, national origin, age, sex or disability: (a) discriminate in hiring against any New York State citizen who is qualified and available to perform the work; or (b) discriminate against or intimidate any employee hired for the performance of work under this contract. Contractor is subject to fines of \$50.00 per person per day for any violation of Section 220-e or Section 239 as well as possible termination of this contract and forfeiture of all moneys due hereunder for a second or subsequent violation.

6. WAGE AND HOURS PROVISIONS. If this is a public work contract covered by Article 8 of the Labor Law or a building service contract covered by Article 9 thereof, neither Contractor's employees nor the employees of its subcontractors may be required or permitted to work more than the number of hours or days stated in said statutes, except as otherwise provided in the Labor Law and as set forth in prevailing wage and supplement schedules issued by the State Labor Department. Furthermore, Contractor and its subcontractors must pay at least the prevailing wage rate and pay or provide the prevailing supplements, including the premium rates for

overtime pay, as determined by the State Labor Department in accordance with the Labor Law. Additionally, effective April 28, 2008, if this is a public work contract covered by Article 8 of the Labor Law, the Contractor understands and agrees that the filing of payrolls in a manner consistent with Subdivision 3-a of Section 220 of the Labor Law shall be a condition precedent to payment by the State of any State approved sums due and owing for work done upon the project.

7. NON-COLLUSIVE BIDDING CERTIFICATION. In accordance with Section 139-d of the State Finance Law, if this contract was awarded based upon the submission of bids, Contractor affirms, under penalty of perjury, that its bid was arrived at independently and without collusion aimed at restricting competition. Contractor further affirms that, at the time Contractor submitted its bid, an authorized and responsible person executed and delivered to the State a non-collusive bidding certification on Contractor's behalf.

8. INTERNATIONAL BOYCOTT PROHIBITION. In accordance with Section 220-f of the Labor Law and Section 139-h of the State Finance Law, if this contract exceeds \$5,000, the Contractor agrees, as a material condition of the contract, that neither the Contractor nor any substantially owned or affiliated person, firm, partnership or corporation has participated, is participating, or shall participate in an international boycott in violation of the federal Export Administration Act of 1979 (50 USC App. Sections 2401 et seq.) or regulations thereunder. If such Contractor, or any of the aforesaid affiliates of Contractor, is convicted or is otherwise found to have violated said laws or regulations upon the final determination of the United States Commerce Department or any other appropriate agency of the United States subsequent to the contract's execution, such contract, amendment or modification thereto shall be rendered forfeit and void. The Contractor shall so notify the State Comptroller within five (5) business days of such conviction, determination or disposition of appeal (2NYCRR 105.4).

9. SET-OFF RIGHTS. The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any moneys due to the Contractor under this contract up to any amounts due and owing to the State with regard to this contract, any other contract with any State department or agency, including any contract for a term commencing prior to the term of this contract, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State

practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Comptroller.

10. RECORDS. The Contractor shall establish and maintain complete and accurate books, records, documents, accounts and other evidence directly pertinent to performance under this contract (hereinafter, collectively, "the Records"). The Records must be kept for the balance of the calendar year in which they were made and for six (6) additional years thereafter. The State Comptroller, the Attorney General and any other person or entity authorized to conduct an examination, as well as the agency or agencies involved in this contract, shall have access to the Records during normal business hours at an office of the Contractor within the State of New York or, if no such office is available, at a mutually agreeable and reasonable venue within the State, for the term specified above for the purposes of inspection, auditing and copying. The State shall take reasonable steps to protect from public disclosure any of the Records which are exempt from disclosure under Section 87 of the Public Officers Law (the "Statute") provided that: (i) the Contractor shall timely inform an appropriate State official, in writing, that said records should not be disclosed; and (ii) said records shall be sufficiently identified; and (iii) designation of said records as exempt under the Statute is reasonable. Nothing contained herein shall diminish, or in any way adversely affect, the State's right to discovery in any pending or future litigation.

11. IDENTIFYING INFORMATION AND PRIVACY NOTIFICATION. (a) FEDERAL EMPLOYER IDENTIFICATION NUMBER and/or FEDERAL SOCIAL SECURITY NUMBER. All invoices or New York State standard vouchers submitted for payment for the sale of goods or services or the lease of real or personal property to a New York State agency must include the payee's identification number, i.e., the seller's or lessor's identification number. The number is either the payee's Federal employer identification number or Federal social security number, or both such numbers when the payee has both such numbers. Failure to include this number or numbers may delay payment. Where the payee does not have such number or numbers, the payee, on its invoice or New York State standard voucher, must give the reason or reasons why the payee does not have such number or numbers.

(b) PRIVACY NOTIFICATION. (1) The authority to request the above personal information from a seller of goods or services or a lessor of real or personal property, and the authority to maintain such information, is found in Section 5 of the State Tax Law. Disclosure of this information by the seller or lessor to the State is mandatory. The principal purpose for which the information is collected is to enable the State to identify individuals, businesses and others

Under 1003(g) of the Elementary and Secondary Education Act of 1965 cooperate in the implementation of the contractor's obligations herein; and

(c) the Contractor shall state, in all solicitations or advertisements for employees, that, in the performance of the State contract, all qualified applicants will be afforded equal employment opportunities without discrimination because of race, creed, color, national origin, sex, age, disability or marital status. Contractor will include the provisions of "a", "b", and "c" above, in every subcontract over \$25,000.00 for the construction, demolition, replacement, major repair, renovation, planning or design of real property and improvements thereon (the "Work") except where the Work is for the beneficial use of the Contractor. Section 312 does not apply to: (i) work, goods or services unrelated to this contract; or (ii) employment outside New York State; or (iii) banking services, insurance policies or the sale of securities. The State shall consider compliance by a contractor or subcontractor with the requirements of any federal law concerning equal employment opportunity which effectuates the purpose of this section. The contracting agency shall determine whether the imposition of the requirements of the provisions hereof duplicate or conflict with any such federal law and if such duplication or conflict exists, the contracting agency shall waive the applicability of Section 312 to the extent of such duplication or conflict. Contractor will comply with all duly promulgated and lawful rules and regulations of the Governor's Office of Minority and Women's Business Development pertaining hereto.

13. CONFLICTING TERMS. In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this Appendix A, the terms of this Appendix A shall control.

14. GOVERNING LAW. This contract shall be governed by the laws of the State of New York except where the Federal supremacy clause requires otherwise.

15. LATE PAYMENT. Timeliness of payment and any interest to be paid to Contractor for late payment shall be governed by Article 11-A of the State Finance Law to the extent required by law.

16. NO ARBITRATION. Disputes involving this contract, including the breach or alleged breach thereof, may not be submitted to binding arbitration (except where statutorily authorized), but must, instead, be heard in a court of competent jurisdiction of the State of New York.

17. SERVICE OF PROCESS. In addition to the methods of service allowed by the State Civil Practice Law & Rules ("CPLR"), Contractor hereby consents to service of process upon it by registered or certified mail, return receipt requested. Service hereunder shall be complete upon Contractor's actual receipt of process or upon the State's

who have been delinquent in filing tax returns or may have understated their tax liabilities and to generally identify persons affected by the taxes administered by the Commissioner of Taxation and Finance. The information will be used for tax administration purposes and for any other purpose authorized by law. (2) The personal information is requested by the purchasing unit of the agency contracting to purchase the goods or services or lease the real or personal property covered by this contract or lease. The information is maintained in New York State's Central Accounting System by the Director of Accounting Operations, Office of the State Comptroller, 110 State Street, Albany, New York 12236.

12. EQUAL EMPLOYMENT OPPORTUNITIES FOR MINORITIES AND WOMEN. In accordance with Section 312 of the Executive Law, if this contract is: (i) a written agreement or purchase order instrument, providing for a total expenditure in excess of \$25,000.00, whereby a contracting agency is committed to expend or does expend funds in return for labor, services, supplies, equipment, materials or any combination of the foregoing, to be performed for, or rendered or furnished to the contracting agency; or (ii) a written agreement in excess of \$100,000.00 whereby a contracting agency is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon; or (iii) a written agreement in excess of \$100,000.00 whereby the owner of a State assisted housing project is committed to expend or does expend funds for the acquisition, construction, demolition, replacement, major repair or renovation of real property and improvements thereon for such project, then:

(a) The Contractor will not discriminate against employees or applicants for employment because of race, creed, color, national origin, sex, age, disability or marital status, and will undertake or continue existing programs of affirmative action to ensure that minority group members and women are afforded equal employment opportunities without discrimination. Affirmative action shall mean recruitment, employment, job assignment, promotion, upgradings, demotion, transfer, layoff, or termination and rates of pay or other forms of compensation;

(b) at the request of the contracting agency, the Contractor shall request each employment agency, labor union, or authorized representative of workers with which it has a collective bargaining or other agreement or understanding, to furnish a written statement that such employment agency, labor union or representative will not discriminate on the basis of race, creed, color, national origin, sex, age, disability or marital status and that such union or representative will affirmatively

Albany, New York 12245

Telephone: 518-292-5220

Fax: 518-292-5884

<http://www.empire.state.ny.us>

A directory of certified minority and women-owned business enterprises is available from:

NYS Department of Economic Development

Division of Minority and Women's Business Development

30 South Pearl St -- 2nd Floor

Albany, New York 12245

Telephone: 518-292-5250

Fax: 518-292-5803

<http://www.empire.state.ny.us>

The Omnibus Procurement Act of 1992 requires that by signing this bid proposal or contract, as applicable, Contractors certify that whenever the total bid amount is greater than \$1 million:

(a) The Contractor has made reasonable efforts to encourage the participation of New York State Business Enterprises as suppliers and subcontractors, including certified minority and women-owned business enterprises, on this project, and has retained the documentation of these efforts to be provided upon request to the State;

(b) The Contractor has complied with the Federal Equal Opportunity Act of 1972 (P.L. 92-261), as amended;

(c) The Contractor agrees to make reasonable efforts to provide notification to New York State residents of employment opportunities on this project through listing any such positions with the Job Service Division of the New York State Department of Labor, or providing such notification in such manner as is consistent with existing collective bargaining contracts or agreements. The Contractor agrees to document these efforts and to provide said documentation to the State upon request; and

(d) The Contractor acknowledges notice that the State may seek to obtain offset credits from foreign countries as a result of this contract and agrees to cooperate with the State in these efforts.

21. RECIPROCITY AND SANCTIONS PROVISIONS. Bidders are hereby notified that if their principal place of business is located in a country, nation, province, state or political subdivision that penalizes New York State vendors, and if the goods or services they offer will be substantially produced or performed outside New York State, the Omnibus Procurement Act 1994 and 2000 amendments (Chapter 684 and Chapter 383, respectively) require that they be denied contracts which they would otherwise obtain. NOTE: As of May 15, 2002, the list of discriminatory jurisdictions subject to this provision includes the states of South Carolina, Alaska, West Virginia, Wyoming, Louisiana and Hawaii. Contact NYS

receipt of the return thereof by the United States Postal Service as refused or undeliverable. Contractor must promptly notify the State, in writing, of each and every change of address to which service of process can be made. Service by the State to the last known address shall be sufficient. Contractor will have thirty (30) calendar days after service hereunder is complete in which to respond.

18. PROHIBITION ON PURCHASE OF TROPICAL HARDWOODS. The Contractor certifies and warrants that all wood products to be used under this contract award will be in accordance with, but not limited to, the specifications and provisions of Section 165 of the State Finance Law, (Use of Tropical Hardwoods) which prohibits purchase and use of tropical hardwoods, unless specifically exempted, by the State or any governmental agency or political subdivision or public benefit corporation. Qualification for an exemption under this law will be the responsibility of the contractor to establish to meet with the approval of the State.

In addition, when any portion of this contract involving the use of woods, whether supply or installation, is to be performed by any subcontractor, the prime Contractor will indicate and certify in the submitted bid proposal that the subcontractor has been informed and is in compliance with specifications and provisions regarding use of tropical hardwoods as detailed in §165 State Finance Law. Any such use must meet with the approval of the State; otherwise, the bid may not be considered responsive. Under bidder certifications, proof of qualification for exemption will be the responsibility of the Contractor to meet with the approval of the State.

19. MACBRIDE FAIR EMPLOYMENT PRINCIPLES. In accordance with the MacBride Fair Employment Principles (Chapter 807 of the Laws of 1992), the Contractor hereby stipulates that the Contractor either (a) has no business operations in Northern Ireland, or (b) shall take lawful steps in good faith to conduct any business operations in Northern Ireland in accordance with the MacBride Fair Employment Principles (as described in Section 165 of the New York State Finance Law), and shall permit independent monitoring of compliance with such principles.

20. OMNIBUS PROCUREMENT ACT OF 1992. It is the policy of New York State to maximize opportunities for the participation of New York State business enterprises, including minority and women-owned business enterprises as bidders, subcontractors and suppliers on its procurement contracts.

Information on the availability of New York State subcontractors and suppliers is available from:

NYS Department of Economic Development

Division for Small Business

30 South Pearl St -- 7th Floor

Department of Economic Development for a current list of jurisdictions subject to this provision.

22. COMPLIANCE WITH NEW YORK STATE INFORMATION SECURITY BREACH AND NOTIFICATION ACT.

Contractor shall comply with the provisions of the New York State Information Security Breach and Notification Act (General Business Law Section 899-aa; State Technology Law Section 208).

23. COMPLIANCE WITH CONSULTANT DISCLOSURE LAW.

If this is a contract for consulting services, defined for purposes of this requirement to include analysis, evaluation, research, training, data processing, computer programming, engineering, environmental, health, and mental health services, accounting, auditing, paralegal, legal or similar services, then, in accordance with Section 163 (4-g) of the State Finance Law (as amended by Chapter 10 of the Laws of 2006), the Contractor shall timely, accurately and properly comply with the requirement to submit an annual employment report for the contract to the agency that awarded the contract, the Department of Civil Service and the State Comptroller.

24. PROCUREMENT LOBBYING. To the extent this agreement is a "procurement contract" as defined by State Finance Law Sections 139-j and 139-k, by signing this agreement the contractor certifies and affirms that all disclosures made in accordance with State Finance Law Sections 139-j and 139-k are complete, true and accurate. In the event such certification is found to be intentionally false or intentionally incomplete, the State may terminate the agreement by providing written notification to the Contractor in accordance with the terms of the agreement.

25. CERTIFICATION OF REGISTRATION TO COLLECT SALES AND COMPENSATING USE TAX BY CERTAIN STATE CONTRACTORS, AFFILIATES AND SUBCONTRACTORS.

To the extent this agreement is a contract as defined by Tax Law Section 5-a, if the contractor fails to make the certification required by Tax Law Section 5-a or if during the term of the contract, the Department of Taxation and Finance or the covered agency, as defined by Tax Law 5-a, discovers that the certification, made under penalty of perjury, is false, then such failure to file or false certification shall be a material breach of this contract and this contract may be terminated, by providing written notification to the Contractor in accordance with the terms of the agreement, if the covered agency determines that such action is in the best interest of the State.

November, 2010

APPENDIX A-1 G

General

- A. In the event that the Contractor shall receive, from any source whatsoever, sums the payment of which is in consideration for the same costs and services provided to the State, the monetary obligation of the State hereunder shall be reduced by an equivalent amount provided, however, that nothing contained herein shall require such reimbursement where additional similar services are provided and no duplicative payments are received.
- B. This agreement is subject to applicable Federal and State Laws and regulations and the policies and procedures stipulated in the NYS Education Department Fiscal Guidelines found at <http://www.nysed.gov/cafe/>.
- C. For each individual for whom costs are claimed under this agreement, the contractor warrants that the individual has been classified as an employee or as an independent contractor in accordance with 2 NYCRR 315 and all applicable laws including, but not limited to, the Internal Revenue Code, the New York Retirement and Social Security Law, the New York Education Law, the New York Labor Law, and the New York Tax Law. Furthermore, the contractor warrants that all project funds allocated to the proposed budget for Employee Benefits, represent costs for employees of the contractor only and that such funds will not be expended on any individual classified as an independent contractor.
- D. Any modification to this Agreement that will result in a transfer of funds among program activities or budget cost categories, but does not affect the amount, consideration, scope or other terms of this Agreement must be approved by the Commissioner of Education and the Office of the State Comptroller when:
 - a. The amount of the modification is equal to or greater than ten percent of the total value of the contract for contracts of less than five million dollars; or
 - b. The amount of the modification is equal to or greater than five percent of the total value of the contract for contracts of more than five million dollars.

Funds provided by this contract may not be used to pay any expenses of the State Education Department or any of its employees.

Terminations

- A. The State may terminate this Agreement without cause by thirty (30) days prior written notice. In the event of such termination, the parties will adjust the accounts due and the Contractor will undertake no additional expenditures not already required. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder.

Safeguards for Services and Confidentiality

- A. Any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department. The material prepared under the terms of this agreement by the Contractor shall be prepared by the Contractor in a form so that it will be ready for copyright in the name of the New York State Education Department. Should the Contractor use the services of consultants or other organizations or individuals who are not regular employees of the Contractor, the Contractor and such organization or individual shall, prior to the performance of any work pursuant to this agreement, enter into a written agreement, duly executed, which shall set forth the services to be provided by such organization or individual and the consideration therefor. Such agreement shall provide that any copyrightable work produced pursuant to said agreement shall be the sole and exclusive property of the New York State Education Department and that such work shall be prepared in a form ready for copyright by the New York State Education Department. A copy of such agreement shall be provided to the State.
- B. All reports of research, studies, publications, workshops, announcements, and other activities funded as a result of this proposal will acknowledge the support provided by the State of New York.
- C. This agreement cannot be modified, amended, or otherwise changed except by a written agreement signed by all parties to this contract.
- D. No failure to assert any rights or remedies available to the State under this agreement shall be considered a waiver of such right or remedy or any other right or remedy unless such waiver is contained in a writing signed by the party alleged to have waived its right or remedy.

- F. Expenses for travel, lodging, and subsistence shall be reimbursed in accordance with the policies stipulated in the aforementioned Fiscal guidelines.
- F. No fees shall be charged by the Contractor for training provided under this agreement.
- G. Nothing herein shall require the State to adopt the curriculum developed pursuant to this agreement.
- H. All inquiries, requests, and notifications regarding this agreement shall be directed to the Program Contact or Fiscal Contact shown on the Grant Award included as part of this agreement.
- I. This agreement, including all appendices, is, upon signature of the parties and the approval of the Attorney General and the State Comptroller, a legally enforceable contract. Therefore, a signature on behalf of the Contractor will bind the Contractor to all the terms and conditions stated therein.
- J. The parties to this agreement intend the foregoing writing to be the final, complete, and exclusive expression of all the terms of their agreement.

Appendix A-2

American Recovery and Reinvestment Act of 2009 (ARRA) **ADDITIONAL CONTRACT RECORD KEEPING REQUIREMENTS**

This contract, is funded, in whole or in part, by the American Recovery and Reinvestment Act of 2009 (ARRA). The United States Office of Management and Budget (OMB) has released, "Implementing Guidance for Reports on Use of Funds Pursuant to the American Recovery and Reinvestment Act of 2009." (M-09-21) This guidance provides detailed information on reporting requirements included in Section 1512 of the Recovery Act.

Recipient vendors receiving ARRA funding will be required to submit quarterly information which will include at a minimum the following information:

- Vendor name and zip code of Vendor headquarters;
- Expenditures (per quarter and cumulative);
- Expenditure description; and
- Estimates on jobs created or retained via the expenditure of these funds by the Vendor.

Additional data may be required from vendors as a result of guidance issued by OMB.

Vendors will be required to submit the ARRA data in a form and format to be determined by the New York State Education Department (NYSED). NYSED anticipates that the reporting information will be provided to Vendors no later than August 30th. There will be no additional compensation for this reporting activity and it is anticipated that the Quarterly Reporting forms will be required in both paper and electronic formats.

An employee of any non-federal employer receiving ARRA funds may not be discharged, demoted, otherwise discriminated against as a reprisal for disclosing to law enforcement and other officials information that the employee reasonably believes is evidence of:

- Gross mismanagement;
- Gross waste of covered funds;
- A danger to public health and safety;
- An abuse of authority; or
- A violation of law.