

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Application for New Grants Under the Elementary and Secondary School Counseling Program

CFDA # 84.215E

PR/Award # S215E140462

Grants.gov Tracking#: GRANT11638277

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1235-Attachment_2_GEPA_Statement)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1234-Attachment_3_Abstract)</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1240-Attachment_4_Project_Narrative)</i>	e15
<i>Attachment - 2 (1241-Appendix_A_Resumes_and_Job_Descriptions)</i>	e41
<i>Attachment - 3 (1242-Appendix_B_References)</i>	e49
<i>Attachment - 4 (1243-Appendix_C_Crosswalk_of_ASCA_NYS_Learning_Standards)</i>	e51
<i>Attachment - 5 (1244-Appendix_D_JAE_School_Report_Card_2011-2012)</i>	e53
<i>Attachment - 6 (1245-Appendix_E_Rocky_Point_UFSD_Treatment_Referral_Brochure)</i>	e68
8. Other Narrative Form	e70
<i>Attachment - 1 (1238-Attachment_1_Signed_Copies_SF424_Certifications_and_Assurances)</i>	e71
<i>Attachment - 2 (1239-Attachment_1A_Indirect_Cost_Determination_Letter)</i>	e79
9. Budget Narrative Form	e80
<i>Attachment - 1 (1236-Attachment_5_Budget_Narrative)</i>	e81
<i>Attachment - 2 (1237-NYSED Indirect Cost Rates)</i>	e89
10. Form ED_524_Budget_1_2-V1.2.pdf	e90
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e92

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/28/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="116001713"/>	* c. Organizational DUNS: <input type="text" value="0757830500000"/>
---	---

d. Address:

* Street1:	<input type="text" value="90 Rocky Point-Yaphank Road"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Rocky Point"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NY: New York"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="11778-8423"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text"/>	* First Name: <input type="text" value="Anja"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Groth"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="6318497562"/>	Fax Number: <input type="text" value="6318497585"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC). Program CFDA Number 84.215E

13. Competition Identification Number:

84-215E2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Rocky Point Elementary Schools Providing Effective Counseling Teams, (R.E.S.P.E.C.T)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="380,539.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="380,539.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. 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, 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 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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Anja Groth	TITLE Superintendent of Schools
APPLICANT ORGANIZATION Rocky Point Union Free School District #9	DATE SUBMITTED 04/28/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Rocky Point UFSD * Street 1: 90 Rocky Point-Yaphank Rd Street 2: _____ * City: Rocky Point State: NY: New York Zip: 11778 Congressional District, if known: 001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Anja Groth * Name: Prefix Dr. _____ * First Name Michael _____ Middle Name F. _____ * Last Name Ring _____ Suffix _____ Title: Superintendent Telephone No.: (631) 849-7502 Date: 04/28/2014		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S215E140462

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Attachment_2_GEPA_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Compliance with General Education Provisions Act (GEPA), Section 427

The requirements of the General Education Provisions Act (GEPA) Section 427 requires an articulation of the steps the Rocky Point Union Free School District (RPUFSD) will take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs. It presents the opportunity for us to reinforce two major program strategies that are applicable to GEPA.

Minority and Disadvantaged Parents - It is not remarkable that the parents of the students most disproportionately affected by negative achievement outcomes are also the parents we have had the least success in engaging as partners in their child's education. Site-based teams, school committees, and PTA's are traditionally under represented by the parents of Black, Hispanic and disadvantaged students. Special effort will be made to engage these parents by obtaining input regarding their students' needs and providing information and training as to how they may assist their students in obtaining counseling services and closing the achievement gaps between these students and students overall. These targeted outreach and information campaigns will be initiated by the School Counseling Team in concert with local churches and agencies.

Non-English Speakers – All materials will be developed in multiple languages to encourage the participation of all groups. However, in instances where outreach involves parents and members of the community who are non-English speaking in face-to-face consultations and interviews, the project seeks additional support. We are seeking to hire mental health professionals with (other than English) language facility, and will also rely upon volunteer cadre of interpreters from within the instructional personnel of the Joseph A Edgar School. If necessary, we also will hire interpreters proactively and inform parents to assure them that their native language will not be a barrier to their full participation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) 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 contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Rocky Point Union Free School District #9

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Michael Middle Name: F.

* Last Name: Ring Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Anja Groth

* DATE: 04/28/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

ABSTRACT - The Rocky Point Union Free School District, an eligible LEA, in response to the Elementary and Secondary School Counseling Program, CFDA 84.215E, seeks to establish an elementary school counseling program - Project RESPECT, with the following *objectives*: 1) increase certified child and adolescent counseling capacity and student access consistent with ratios recommended by the statute; 2) increase access to high quality and timely data about students' needs; 3) increase district capacity to provide prevention curriculum, individual student planning and responsive services for all who require them. The *activities* of the grant include: a. employing 3 mental health professionals; b. creating an Advisory Board and interdisciplinary teams focused on counseling related data and student progress; c. providing training to school staff in support of the program; d. delivering the three-domain School Counseling Curriculum; e. providing Individual Student Planning; f. providing Responsive Services to students/families; g. providing System Support; and h. determining the project's impact.

One of the *applicable priorities* addressed by the project is the Absolute Priority, in that the project seeks to “establish a counseling program in an elementary school”. The application also seeks points for addressing the Competitive Preference Priority 1: in that the project is focused upon improving school safety by decreasing the incidence of harassment, bullying, violence, and substance use.

The *proposed project outcomes*, consistent with meeting the selected competitive preference priority and the GPRA measures for this program include: 1) closing the gap between our student/mental health professional ratios and the student/mental health professional ratios recommended by the statute (GPRA 1); 2) significantly decreasing the average number of referrals for disciplinary reasons (GPRA 2); and 3) improving overall school climate and school safety.

The *number of participants to be served* includes 258 fourth graders and 259 fifth graders totaling 517 elementary students. The *number and location of proposed sites* for the project will be limited to the Joseph A Edgar Intermediate School in Rocky Point, New York.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Table of Contents

1. Need for Project	1
<i>A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.</i>	<i>1</i>
2. Quality of the Project Design	5
<i>A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.</i>	<i>5</i>
<i>B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.</i>	<i>6</i>
<i>C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice</i>	<i>17</i>
3. Quality of Management Plan	18
<i>A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.</i>	<i>18</i>
<i>B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.</i>	<i>20</i>
4. Quality of the Project Evaluation.....	22
<i>A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.....</i>	<i>22</i>
<i>B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.</i>	<i>25</i>

Appendices: Uploaded via Grants.gov

“Appendix_A_Resumes_and_Job_Descriptions.pdf”

“Appendix_B_References.pdf”

“Appendix_C_Crosswalk_of_ASCA_NYS_Learning_Standards.pdf”

“Appendix_D_JAE_School_Report_Card_2011-2012.pdf”

“Appendix_E_Rocky_Point_UFSD_Treatment_Referral_Brochure.pdf”

1. Need for Project

A. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

The Rocky Point Union Free School District (RPUFSD) is located on the northeastern shore of Long Island, New York approximately 60 miles from New York City. The district covers an area of nearly 11 square miles and serves 3,326 students PK-12th grade in two elementary schools, one middle school, and one high school. The proposed project will serve 497 students in the 4th and 5th grades of the Joseph A. Edgar Intermediate School (JAE). See Appendix D for the complete NYS Report Card for JAE, 2011-2012.

Student/Mental Health Professional Ratios - Presently, none of JAE’s 4th and 5th grade students are served by a social worker or school counselor, although JAE is served by a school psychologist. According to the recommendations of the American School Counselors Association (ASCA) and the American School Health Association as cited in the RFP, *School Counselors* should be operating at a ratio of 1:250 students, *School Social Workers* at a 1:800 ratio and *School Psychologists* a 1:1000 ratio, as part of a team approach that includes these and other mental health professionals. JAE’s full time psychologist exceeds the statute recommended ratios for this position.

GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
JAE I.S.	497	0 FTE	1.0 FTE	0 FTE	0 FTE	0 FTE

Current staff are unable to address the program priorities recommended by the application instructions, the ASCA, and the New York State Counselor Association, namely the delivery of: 1) *Counselor Curriculum* focused on career, academic and personal/social areas and delivered universally to all students and parents; 2) *Individual Planning* and monitoring of student progress towards achieving success in academic, personal and career goals, 3) *Responsive Services* including consultation, personal counseling, testing, crisis counseling, referrals, and case management; and 4) *System Support* including professional development, staff & community relations, consultation, advisory council, committees, program management, and research & development.

School Environment Issues – Reported below are the number of referrals for any disciplinary reason during the baseline year indicated in the RFP. These referrals may have been initiated by bus drivers, classroom teachers, administrators, lunch/recess monitors, or even parents for behavior deemed detrimental to the school environment.

GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Joseph Edgar	497	278

Current Mental Health Programming and Services – Currently, 4th and 5th grade teachers are responsible for providing mental health curricula as a part of their classroom activities. Some utilize lessons from the Health Smart curriculum by focusing upon personal safety, but most of the staff need both training and curriculum. Teachers also follow up on a

school-wide Character Education initiative, which is kicked-off with an assembly at the beginning of the year by conducting reinforcing classroom activities. Additionally, as a part of this initiative students are given the opportunity to earn “character slips” signifying good character traits and, on a monthly basis, deserving students may earn a Character Trait Bracelet. In the past, Pedersen Krag, a local service agency, has provided programming on bullying, cyberbullying civility, smoking and alcohol use for 5th grade classrooms, twice a week, for the first 10 weeks of the school year.

Targeted Programming - includes programs offered to students with special needs:

1) North Shore Youth Council conducts a Banana Splits Program once a week during lunch periods for 3rd -5th grade students who are experiencing family difficulties as a result of divorce, separation, death or family crisis, and 2) Two mentoring programs are offered to targeted students: a) Classroom teachers are paired with at-risk youth to assist them with school and personal issues as they arise. Teachers meet with students once per week during lunch periods and b) The North Shore Youth Council, a local community agency, which maintains a stand-alone building on the school campus, conducts Big Buddy, Little Buddy, an after-school peer mentoring program in its facility for 3rd to 5th graders, who are paired with high school students.

Mental Health Issues Identified by School Staff - Anja Groth, the Director for Instruction, engaged mental health professional and other school staff in the identification of mental health issues prevalent in JAE. These problems remain evident even in light of the various programs that are described above. Identified problems include: 1) New student populations, those who enter school after the start of the school year, show a disproportionate number of mental health issues; 2) JAE students entering the middle school demonstrate difficulties and concerns regarding social and academic issues due to inadequate skills for

emotional management and problem solving; 3) a significant number of students demonstrate poor social competencies; 4) a significant number of students demonstrate academic difficulties; 5) some students demonstrate a dissatisfaction with life that affects their academic and social interaction; 4) some students demonstrate poor personal hygiene; 5) some students do not receive sufficient help completing homework assignments at home; 6) there exist serious bus issues involving bullying and altercations, which cause students to refrain from taking the bus and arrive upset and late for class, and 7) some students have a chronic problem regarding a refusal to attend school.

Gaps in Mental Health Services - Considering the problems being experienced by our student population we see our gaps in mental health services to be the: 1) lack of a comprehensive, cohesive and uniform instructional approach for all students on topics related to mental health (peer pressure, bullying, cyberbullying, gangs, acceptance of cultural diversity, promoting mental health and awareness, communication and social skills development, conflict resolution, and drug, alcohol and violence prevention); 2) lack of a thorough intake procedure to assess needs and provide support for students who transfer into JAE after the start of the school year; 2) lack of a program of readiness to prepare JAE students for the changes inherent in the move from an elementary to a middle school environment; 3) lack of a programs/activities that focus upon establishing and maintaining personal hygiene; 4) lack of sufficient programing & activities that focus upon increasing social competencies; 5) lack of effective programming that supports students most in need of improving school performance; 6) lack of early identification, engagement and skill development for students who do not express a feeling of a compelling future; 7) lack of programs/activities to deal with students who exhibit school refusal behavior

and 8) lack of a parent information and support programs, which will engage parents in supporting their children’s emotional, social and academic needs.

2. Quality of the Project Design

A. The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

Project RESPECT - *Rocky Point Elementary Schools Providing Effective Counseling Teams* - will establish linkages with other appropriate agencies to provide services to students. The school social worker, school psychologist and Project Director will work cooperatively with outside agencies. The school social worker will work with the school psychologist regarding issues of case management and determining appropriate supportive service needs. The Project Director, due to her experience in this role, will maintain relationships and request services from appropriate agencies as identified by the referrals from the school counselors and assessments conducted by the school psychologist and social worker. See below for a listing of some of the agencies which JAE has established linkages for referral.

Agency	Services
North Shore Youth Council	Youth development, recreation, mental health services, response to crisis, before- and after-school child care.
Pedersen Krag	Adolescent therapists. Outside referrals for family support training, Clinical counseling
Stony Brook University Hospital	Clinical evaluations, Child and adolescent short-term clinical care
Sagamore Children’s Psychiatric center	30-day day treatment and extended psychological evaluations and recommendations

We also work with the service agencies to obtain information to develop a brochure (see Appendix E for our Treatment Referral Brochure) to disseminate to parents and other stakeholders describing the services provided by each agency, as well as procedures for contacting them. Representatives from each of these agencies will be invited to serve on the

Advisory Board. These activities respond to the Application Requirement (D) “describe how the local educational agency will involve community groups, social service agencies, and other public and private entities in collaborative efforts to enhance the program and promote school-linked services integration”; and Program Requirement (I) “involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services;

B. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

In order to fully satisfy the recommended student mental health professional ratios consistent with the ASCA and New York State School Counseling models and respond to the *Absolute Priority: to establish or expand counseling programs in elementary schools, secondary schools, or both*; Project RESPECT will hire two (2) full-time qualified school counselors at grades 4 and 5 and one social worker whose experience is predominantly at the elementary level. The RPUFSD design for project RESPECT will also respond to important needs identified from JAE and requirements of the RFP. This will be accomplished by providing services that are consistent with Competitive Priority 1: “Improving School Engagement, School Environment, and School Safety and Improving Family and Community Engagement through: a) improving the school environment, which may include improving the school setting related to student learning, safety, and health and, b) improving school safety, which may include decreasing the incidence of harassment bullying, violence, and substance use.”

Project RESPECT Mission/Goals/ Objectives/ Activities

Overarching Project Mission: To prevent and/or mitigate the impact of personal/social problems on elementary students’ mental health, well-being, and achievement.

Project RESPECT will establish a comprehensive developmental counseling program within a mental health framework for the systemic development, implementation, and evaluation of a school counseling program to respond to the counseling needs of 497 4th and 5th grade students in the Joseph A. Edgar Intermediary School. Counseling activities will be provided as a spectrum of mental health interventions consisting of information, personal skill development, response to difficult life situations and referral services.

OUTCOMES: Anticipated outcomes include: increased mental health referrals and increased counseling services accessed by students; and reduced disciplinary referrals (recidivism and overall rates) and other personal/social indicators from school records, and increased academic achievement based upon state assessments;

GOAL ONE: Increase the capacity to deliver a school counseling program as defined by the effective and best practice strategies advocated by the American School Counselor Association National Model: A Framework for School Counseling Methods; the New York State Model for Comprehensive K-12 School Counseling Programs; and the authorizing statute for the program.

Objective 1: Decrease the gap between student/school counselor ratios and the student/school counselor ratios recommended by the statute. Consistent with : 1) Program Requirement K “ensure a team approach to school counseling in the schools served by the local educational agency by working toward ratios recommended by the American School Health Association of 1 school counselor to 250 students, 1 school social worker to 800 students, and 1 school psychologist to 1,000 students; and the GPRA measure, and Program Requirement D “expand counseling services through qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists, Project RESPECT will hire two school counselors and one social worker for grades 4 and 5 in the JAE

School, thus satisfying the recommended ratio of 1 school counselor to 250 students and one social worker for every 800 students. Presently, there are no school counselors or social workers to provide services to 497 students. Upon award notification, RPUFSD will begin the process of hiring counselors as per internal collective bargaining protocol. The qualifications for the school counselor positions will be described as: delivering a universal counseling program; engaging in individual planning; responding to the immediate needs of all students; and conducting management activities which support the RESPECT Project. See *Appendix A*, pages 7-8, for full job descriptions of school counselors and social worker.

Objective 2: Increase the number of interdisciplinary teams focused on counseling related data and student progress. This objective and the activities below are consistent with the Program Requirement K, “*ensure a team approach to school counseling in the schools served by the local educational agency...*”; Program Requirement I “*involve community groups, social service agencies, or other public or private entities...*” and Program Requirement H “*involve parents in the design, implementation, and evaluation ...*”

a. DEVELOP A COUNSELING TEAM – A team of mental health professionals and evaluation personnel will be established to administer Project RESPECT. Permanent members of this team will consist of the two school counselors, the school psychologist, a school social worker and the Project Director. From time to time, dependent upon team activities, ad hoc members will attend team planning and evaluation meetings. These will include administrators, teachers, parents, and mental health professionals representing cooperating community agencies. This team will meet at least once a week during the school wide professional development period. At times, additional sessions will be scheduled to accommodate emerging needs. This team will insure that

our assessment analysis and programmatic decision making are data-driven, based upon data that provide information regarding the academic and behavioral performance of students.

b. DEVELOP AN ADVISORY BOARD – The Advisory Council will advise the RESPECT personnel on the design and implementation of the program. As per the Program Specific Assurance, RPUFSD will appoint an advisory board represented by the project director, school counselors, school psychologist, the Principal, the school district chief information officer, representatives from each of our cooperating community agencies, a parent representative from each grade level, a teacher representative from each grade level, and a representative from the teachers union. These members will provide guidance to the project and function as liaisons to their constituencies. This advisory group will meet quarterly during Year 1 and twice annually thereafter, and be facilitated by the Project Director.

c. SUPPORT THE JAE SCHOOL IMPROVEMENT TEAM - The New York State Department of Education mandates that a School Improvement Team comprised of teachers and parents be instituted to conduct school-based planning and decision making to improve the educational performance of all students. This team will focus upon providing counseling oriented strategies to deal with the educational performance of all students. A representative from the School Improvement Team will be a member of the Advisory Board and act as liaison between the members of the two groups.

Objective 3: Increase the number of school staff trained to support the counseling program. This objective will respond to the Program Requirement G to *“include in-service training appropriate to the activities funded under this Act for teachers, instructional staff, and...* Professional development and in-service activities will be conducted for instructional staff and other appropriate school personnel to provide information and develop skills to support the

project. These will include topics evident in the curricula which need more intensive attention, and emerging issues relative to the project mission. Those identified to date include but will not be limited to: 1) methods of identification and early intervention of students who are experiencing difficult school and general life situations; 2) bullying and cyberbullying; 3) managing peer pressure; 4) classroom management skills to assist the teacher in establishing a classroom environment which models cooperation among students, is safe and conducive to learning; 5) Peer Mediation program implementation strategies; and 6) Peaceful Bus implementation training and strategies. Other topics for school-wide and individual teacher professional development will be determined through consultations with teachers, parents and students, guidance from the RESPECT Advisory Board and from data analysis of student achievement and behavior. The dedicated professional development period, as well as sessions during Superintendent Conference Days will be available for these events.

GOAL TWO: Achieve data-based decision-making by collecting, obtaining, analyzing, and using high-quality and timely data, including data on program outcomes to improve instructional practices, policies, and student outcomes in elementary or secondary schools

Objective 1: Increase access to high quality and timely data for the Counseling Team, Advisory Board and School Improvement Team. The task of collecting and maintaining quality data extends beyond data from the counselors themselves and includes school records. Among the services available to the JAE school through a shared services agreement is a Shared Data Expert who works closely with central office and building level staff to compile needed school records data.

Objective 2: Increase the utilization of high quality data in decision making by teams and personnel involved in the project. Part of the role undertaken by the counselors and the school

district administration in support of the project is promoting the primacy of data. On each of the teams, they will take the lead in introducing relevant data and providing interpretation if necessary for other members of the team. They will also ensure that review of timely relevant data is on each meeting's agenda.

GOAL THREE: Implement the highest quality school counseling program consistent with the recommendations of the New York State Counseling Model, the American School Counselor Association recommendations.

Namely that “*school counselors spend 80% of their time in direct service to students, families and staff*” and consistent with Program Requirement L.” *ensure that school counselors, school psychologists, other qualified psychologists, school social workers, or child and adolescent psychiatrists paid from funds made available under this section spend a majority of their time counseling students or in other activities directly related to the counseling process*”.

Objective 1: Increase the delivery of a three-domain School Counseling Curriculum to students by achieving the school counselor 40% effort threshold. The School Counseling Curriculum will be a sequence of structured lessons focused upon achieving competencies within the academic, career and personal domains. This will be a universal program incorporated into the everyday classroom and academic experiences of 4th and 5th grade students to provide all students with the knowledge and skills appropriate for their developmental level that respond to competencies identified in the National and New York State School Counseling Standards. The lessons that will be adapted from model curricula (and any created lessons) will be cross walked to the New York State Common Core and Other Learning Standards (see Appendix C).

a. CLASSROOM CURRICULA - Counselors will select and/or develop 36 lesson plans to deliver education and prevention programming in all 26 classrooms. The models which will guide us in

developing this comprehensive curriculum include: *The ASCA National Model: A Framework For School Counseling Methods*; *The New York State Model For Comprehensive K-12 School Counseling Programs*, and *The New York State Comprehensive School Counseling Program: Kindergarten through Elementary School Activity Book*. The selected lessons will be drawn from four strengths-based prevention curricula. These programs are all focused upon building protective factors to increase pro-social behavior, social adeptness, and emotional & educational growth. The curricula, all identified as model, best practice, or exemplary programs are: *Too Good for Drugs*, *Second Step*, *Why Try* and *HealthSmart*.

1. *Too Good for Drugs* focuses on developing personal and interpersonal skills to resist peer pressures, goal setting, decision making, bonding with others, having respect for self and others, managing emotions, effective communication, and social interactions. It will provide lesson plans which will address competencies within the academic and personal domains.

2. *Second Step* focuses upon increasing social competencies, school performance, and satisfaction with life. The *Second Step* lessons provide a bridge to middle school focusing upon strengthening empathy, emotion-management, and problem-solving skills. It will be provide lesson plans for bullying prevention and competencies within the academic and personal domains. It has been designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. It is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage reactions when emotionally aroused.

3. *HealthSmart* promotes the healthy growth and development of youth and provides the knowledge and skills to make healthy choices and establish life-long healthy behaviors. It will give guidance in dealing with issues of personal and family health, safety and injury prevention.

4. *Why Try* curriculum teaches social and emotional skills for overcoming challenges and improving outcomes in truancy, disruptive behavior and academics. It is a social skills program that s address the life skills of problem solving, anger management, dealing with peer pressure, living by safe society’s laws, building support systems and visualizing future goals. It will be helpful developing lesson plans that respond to competencies within the career domain.

In addition to the developmental and comprehensive curriculum the team will work to create large group sessions for all students focused upon needs identified by teachers, students and parents. In response to challenges expressed by students entering the middle school and new entries in to JAE, school counselor will develop and conduct two transition programs, one for incoming 5th graders and another for outgoing 6th graders.

b. TRANSITION PROGRAMS - All transitions are potentially difficult and can cause stress. School Counselors will develop and conduct classroom sessions to engage outgoing 5th grade students concerning their issues regarding moving into the 6th grade at Rocky Point Middle School. Classroom counseling sessions will provide activities for students to get to discuss the concerns they have about their soon to be new school. During the last two months of the school year, 5th grade students will be engaged in transition activities to proactively prepare them for the challenging change from an elementary to a middle school setting. They will be provided with the opportunity to express concerns and develop personal strategies to deal with those concerns. Rocky Point Middle School students will work cooperatively with the school counselors to discuss transition issues with the 5th graders.

In response to challenges expressed by students, parents and administrators regarding the experience of coming to school via bus, the counselors will develop and oversee a bus behavior management program.

c. "PEACEFUL BUS" - Teachers trained by program developers will act as route leaders to engage students on each bus route to establish rules regarding appropriate behavior and response to confrontation. These leaders will also maintain ongoing contact with bus drivers to monitor bus conduct and can provide information that that may lead to referrals to the counseling team. Project staff will conduct informational session for parents to make them aware of the program and provide opportunities to report concerns regarding student behavior on buses.

In response to difficulties identified by classroom teachers and administrators regarding disciplinary referrals stemming from interpersonal conflicts that are not physical, the counseling team will develop and oversee a peer mediation program.

d. PEER MEDIATION - School counselors will organize and train a group of 4th and 5th graders to conduct a peer mediation program. They will identify and recruit ten students to be trained in a process and protocol to mediate peer conflicts of a nonphysical nature. The program will be explained as part of the classroom curriculum sessions so that students can select themselves for mediation. Teachers, counselors and other personnel can also recommend students with appropriate issues to participate in peer mediation. Sessions will be scheduled at times which will not interfere with academic instruction. Teachers will also be provided with an overview of the program and the opportunity to participate as monitors for sessions. Consultants will train counselors and teachers for their roles during professional development.

Objective 2: Increase the level of Individual Planning provided to students by achieving the 10% effort threshold. Individual Student Planning will be conducted by the school counselor to assist students to develop personal goals and future plans. They will meet individually with students to discuss their interests, abilities, and achievements; and assist them to see the connections between their interests and academic achievement, and what they need to plan for so

that they will be able to pursue their goals in the future. There is nothing more relevant to a child's state of mind, behavior, and how he/she views the importance of achievement in school, than having a sense of a compelling future.

Objective 3: Increase the level of Responsive Services provided to students and families by achieving the 40% effort threshold. This objective responds to the Program Requirement E *to "provide counseling services in settings that meet the range of student needs" and "use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision making, academic and career planning, or to improve peer interaction"*. Responsive Services will be provided by school counselors to for information, counseling, consultation, and referral services, and to meet immediate needs resulting from events, situations and conditions in a student's life. School counselors will address those immediate needs that students have when they are faced with difficult or seemingly unmanageable life situations. It includes counseling students with excessive tardiness, absenteeism or disciplinary problems. These situations require confidential individual and small group counseling, consultation with teachers and parents, referral, peer helping, and information.

Students may be referred by teachers or parents, identified by the school counselor during the implementation of the counseling curriculum or may be self-referred. The referral assessment will consist of a student interview developed by the New York State Office of Children's Mental Health. It contains questions regarding student expectations, social bonding, social competencies, caring, boundary setting, as well as information on academic achievement, drug and alcohol use family problems, traumatic occurrences, personal problems and physical health.

Students identified as being in need following the assessment procedure will receive services via small group interventions or one to one counseling. The focus of these groups will

include, but not be limited to: Social Skills Development, Anger Management, Personal Growth, Conflict Resolution, Bereavement, Substance and Alcohol Abuse, and Identity Formation.

Objective 4: Increase the level of System Support conducted by school counselors while achieving the 10% effort threshold. This objective responds to the Program Requirement I to “*involve community groups, social service agencies, or other public or private entities in collaborative efforts to enhance the program*”. Systems Support activities will be those activities conducted by a school counselor to assist in the administration and maintenance of the school counseling program to insure efficiency and effectiveness. These will include:

- a. PROGRAM PROMOTION - School counselors will provide orientation and information regarding the program to the greater community through parent and community conferences, the school district’s website, and the JAE Newsletter, *JAE News*. This will also include brochures on: program information; services provided by community agencies; and emerging topics of concern.
- b. CONSULTATION WITH TEACHERS AND STAFF - Counselors will work with teachers and other staff members to provide information regarding the needs of students. School counselors will also participate in other school district and school building initiatives that will support the mission and goals of the RESPECT Project.
- c. PARENT AND COMMUNITY OUTREACH – The social worker and school counselors will provide ongoing support and information to the greater community regarding students’ needs. They will provide information and assistance to parents and community personnel to increase their capacity to support counseling activities. Parent workshops will also be conducted four times a year.

d. RESEARCH - School counselors will work independently and cooperatively with members of the counseling team and Advisory Board to utilize in the development of their programs and participate in research designed to improve their programs.

e. PROGRAM EVALUATION - Counselors will collect and analyze data to evaluate the program and continue updating program activities. This evaluation process will be integrated and established as an activity to be incorporated into all program activities.

C. The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

The school counseling program is based upon the concept that building protective factors will enhance student knowledge and skills to manage potentially difficult life situations precipitated by risk factors within the student's school, home and community (Catalano 2004). Curricula will be established which align with the developmental nature of a child's growth through the elementary years, and with the understanding that this growth is not uniform in progression, or from student to student. We will insure that our program "is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions" (Myrick 2002).

The following evidence based programs have been selected for use in the development of our universal curriculum: 1) *The ASCA National Model: A Framework For School Counseling Methods* American School Counselor Association, 2102; 2) *The New York State Model For Comprehensive K-12 School Counseling Programs*, 2012 developed by the New York State School Counselor Association; 3) *The New York State Comprehensive School Counseling Program: Kindergarten through Elementary School Activity Book*, 2012 New York State School

Counselor Association; 4) *Too Good for Drugs* is listed in SAMHSA's Registry of Evidence Based Programs and Practices, provides education in social and emotional competencies and focuses upon reducing risk factors and building protective factors. TGFD focuses on developing personal and interpersonal skills to resist peer pressures, goal setting, decision making, bonding with others, having respect for self and others, managing emotions, effective communication, and social interactions; 5) *Why Try* is listed as a Model Program by the National Dropout Prevention Center; 6) *HealthSmart* conforms to the National Health Education Standards supports Common Core State Standards focusing on the areas of risk that confront youth today, as identified by the CDC's national Youth Risk Behavior Surveillance System (YRBSS), and 7) *Second Step* builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing research and is listed in SAMHSA's Registry of Evidence Based Programs and Practices.

3. Quality of Management Plan

A. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The RESPECT Project will be managed and tracked through the use of two management tools and processes; a Dynamic Agenda and a Program Evaluation Review Technique (PERT) (Kerzner 2003) (Klasterin 2003). The Project Director (see resume in Appendix A, pages 1-6) will be the chief facilitator of the counseling team meetings and have the responsibility of preparing the agenda and PERT chart.

The Dynamic Agenda will be developed at the start of the project. It will list the general categories of activities and issues to be dealt with cooperatively by all members of the Counseling Team. It will be developed with the input of all counseling team members,

formulated around what outcome desired from that meeting and what activities need to occur to reach that outcome. Each topic should include the type of action needed such as decision, information, personnel assignments, and time estimates for addressing each topic. The agenda will be refreshed and brought to be posted at all meetings by the Project Director. The agenda will be completed prior to the team meeting via personal contact, email and phone contacts between members of the team. Additional items may be added when the agenda is presented at the beginning of the team meeting prior to prioritizing the items to be addressed.

A PERT Chart is a project management tool used to schedule, organize, and coordinate tasks within a project. It is a graphic representation of a project’s schedule, showing the sequence of tasks, which tasks can be performed simultaneously, and the critical path of tasks that must be completed on time in order for the various tasks to of the project to meet completion deadlines. The chart will attribute the following: objectives; strategies; tasks; start and completion dates for each task, personnel assigned to each task; resources needed; staff member(s) accountable for task completion; and dates for periodic outcome review and evaluation.

To insure that a particular element to be reviewed on the PERT Chart is thoroughly analyzed, the counseling team should either invite or have previously received feedback from personnel and participants with first-hand knowledge of the task to be discussed, as well as the Advisory Board and parents when applicable.. The PERT chart will be utilized for management at all Project RESPECT activities for purposes of reviewing activities in implementation, evaluation of tasks completed, or for planning of those about to be to be initiated.

Project RESPECT TIME LINE

Activity	Date	Key Personnel
Hire Two School Counselors and a School Social Worker	September 2014 Week One	Project Director

Activity	Date	Key Personnel
Compile Baseline Data to track progress	September 2014 Week 1-4	School Counselors, School Psychologist, Social Worker, School District CIO
Conduct First Meeting Of RESPECT Counseling Team	October Week One	Project Director, School Counselors, School Psychologist, Social Worker,
Establish the schedule of classroom presentations with Teachers	September Weeks 3-4	Principal, Asst. Principal, Project Director Teachers
Conduct First Meeting of RESPECT Advisory Council	October Week Two	Project Director, Community Agency Rep., Parent Rep, Teacher Grade Level Representatives, School Building Principal
Conduct Informational Presentations for School Personnel	October Week Three	Project Director, School Counselors, School Psychologist, Social Worker,
Initiate Organizational Meetings with Community Service Providers	October Weeks 2-4	School Psychologist, Social Worker, School District CIO
Conduct Information Meeting for Parents	October Week Three	School Counselors, School Psychologist, Social Worker,
Initiate Classroom Curriculum	October Week Four Ongoing	School Counselors, School Psychologist, Social Worker
Initiate Small Group Interventions	October Ongoing	School Counselors, School Psychologist, Social Worker.
Initiate Individual Targeted Interventions	October week Three Ongoing	School Counselors, School Psychologist, Social Worker.
Initiate Responsive Activities	October Week Two Ongoing	School Counselors, School Psychologist, Social Worker.
Initiate Large Group Student Interventions	November-December	School Counselors, School Psychologist, Social Worker.
Initiate Consultations With Parents, Teachers and Other Educators	October Week Two	School Counselors, School Psychologist, Social Worker.
Conduct Professional Development Programs for Staff	October Week Four	School Counselors, School Psychologist, Social Worker
Conduct Parent Workshops	November	School Counselors, School Psychologist, Social Worker
Compile Data on Year One Program Progress and Develop Year One Report	May 2015	Project Director, School Counselors, School Psychologist, Social Worker, School District CIO
Develop Timeline for Instituting RESPECT program in Year Two	June 2015	Project Director, School Counselors, School Psychologist, Social Worker,
Conduct Information Meeting for Parents for Year Two	August 2015	Project Director ,School Counselors, School Psychologist, Social Worker, School District CIO

B. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Continuous improvement is the process by which project staff ensures that the quality of the counseling services provided to students and the training services for teachers and parents are continually monitored, reviewed and improved. It is both a mind-set and a set of techniques to review and evaluate work processes to advance program activities to a state of best practice. This approach will encourage problem solving and innovation to deal with those program components in need of improvement. Feedback will be elicited from school counselors, school psychologist, social workers, teachers, parents, students and administrative staff in response to interviews, satisfaction survey questions, focus group and individual interviews. Unsolicited feedback will be accepted from any school or community member to any member of the counseling team. In addition, information /feedback will be requested from the Advisory Board following the report out of program activities at the monthly Advisory Board meetings. The Project Director with the support of the District Chief Information Officer will direct the continuous improvement initiative and will be supported by school counselors. Prior to the delivery of a program component, a survey and a focused discussion guide will be developed by those staff who will deliver the component. This survey and discussion questions will reflect the mission of the program, the goals and objectives of the specific component delivered and the outcomes expected from the implementation of the activities to attain the objectives. Surveys will be administered as close as possible to the culmination of the delivery of a component. The discussion guide will be used to conduct a focus group or individual interviews. A report out of the survey results and discussions will be presented to the counseling team, Advisory Board and School Improvement Team to develop strategies to respond to those issues in need of improvement. Action on the recommendations for improvement of program components will be

decided upon by the counseling team after the analysis of which recommendation will bring the program closer to attaining the mission, goals and objectives of a program activity.

4. Quality of the Project Evaluation

A. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Evaluation Methodology - The three levels of assessment measures to be applied include: structural, process, and outcome (Shortell and Kaluzny 1997). 1. *Structural assessment* examines indicators related to characteristics or structural features within the organization that impact upon the subsequent performance of that organization. For our project, this means having appropriate personnel, planning and meeting structures, formal policies procedures, action plans, and agreements. 2. *Process assessment* looks at the organization's activities related to the goals, tasks, and undertakings in relationship to desired performance. For Project RESPECT, this will involve benchmarking performance against the standards established by the ASCA and NYSSCA models we have adopted. 3. *Outcome assessment* examines the actual results achieved based upon the programs or interventions. RESPECT endeavors to positively influence student achievement, school climate, personal/social competencies, and the GPRA measures.

The table below summarizes the Objectives, Activities, Performance Measures and Methods for collecting performance quantitative and qualitative data. Goals, objectives and measures associated with the Absolute Priority; Competitive Priority 1, and the GPRA Measures for this program. Any baseline data comes from the 2012-2013 school year, but new baseline data from the 2013-2014 school year will be established upon award. Measures associated with Structural, Process, and Outcome assessment are identified with an (S), (P), or an (O).

OBJECTIVES What we will accomplish	ACTIVITIES What are the tasks or steps	MEASURES What we will look at	METHODS How we will check
Goal One: Increase the capacity to deliver a school counseling program. (Absolute Priority 1)			
Objective 1: Decrease the gap between student/school counselor ratios and the student/school counselor ratios recommended by the statute. GPR-1	<ul style="list-style-type: none"> Recruitment and Hiring Counselor orientation and school integration 	<ul style="list-style-type: none"> No. of counselors (S) (Baseline = 0) No. of students enrolled (P) (Baseline = 497) 	<ul style="list-style-type: none"> ✓ The Project Director documents how many counselors serve and their level of employment at the start and end of each school year. ✓ District staff will Review Annual BEDS data supplied each fall to NYSED regarding student enrollment
Objective 2: Increase the number of interdisciplinary teams focused on counseling related data and student progress. GPR-1	<ul style="list-style-type: none"> Recruit members Form Teams and conduct orientation 	<ul style="list-style-type: none"> No. of teams developed (P) Affiliations/roles of team (S) members Team member knowledge and satisfaction (P) 	<ul style="list-style-type: none"> ✓ Project Director and Principal verify team members against proposed members each year ✓ School counselors administer assessments at initial and subsequent meetings and team training
Objective 3: Increase the number of school staff trained to support the counseling program. GPR-1	<ul style="list-style-type: none"> Conduct project orientation and professional development for school staff 	<ul style="list-style-type: none"> No. of teachers, administrators, and other staff trained (P) No. of student referrals made by teachers/administrators (O) Trainee Knowledge/Satisfac.(O) 	<ul style="list-style-type: none"> ✓ School Counselors will ensure that Post Training assessments are administered and participant counts are recorded. ✓ School counselors will record data on referrals and compile a report each month
Goal Two: Achieve data-based decision-making by collecting, obtaining, analyzing, and using high-quality and timely data, including data on program participant outcomes to improve instructional practices, policies, and student outcomes in elementary or secondary schools			
Objective 1: Increase access to high quality and timely data for the Counseling Team, Advisory Board and School Improvement Team	<ul style="list-style-type: none"> Prepare and compile data for use by the project Establish protocols for data sharing 	<ul style="list-style-type: none"> Production of data manual (S) No. of data reports (P) Team manual Data Satisfaction Survey (O) 	<ul style="list-style-type: none"> ✓ The school district administrators and project director will ensure that team members complete a midyear survey on the usefulness of the manual and the data.
Objective 2: Increase the utilization of high quality data in decision making by teams and personnel involved in the project.	<ul style="list-style-type: none"> Conduct programs to recognize effective data use by teams 	<ul style="list-style-type: none"> No. of incentives awarded (P) Team Data Usage Assessment (O) 	<ul style="list-style-type: none"> ✓ The school district administrators and project director will ensure that team members complete a midyear survey on their use of data.
Goal Three: Establish the highest quality school counseling program in an elementary school (Absolute Priority)			

OBJECTIVES What we will accomplish	ACTIVITIES What are the tasks or steps	MEASURES What we will look at	METHODS How we will check
Objective 1: Increase the delivery of a three-domain School Counseling Curriculum to students by achieving the school counselor 40% effort threshold. Competitive Priority 1	<ul style="list-style-type: none"> Develop and select curriculum lessons Plan and implement classroom infusion Conduct transition programs Conduct peer mediation program 	<ul style="list-style-type: none"> Counselor time on task (P) No. of Lesson plans/classroom (S) Student Knowledge (O) Student assessment (P) Teacher assessment (P) Disciplinary referrals for all students (O) (Baseline = 278) GPRA-2 	<ul style="list-style-type: none"> ✓ The Project Director and the Principal will review the Time and Task Analysis chart to quarterly determine counselor effort. ✓ Teachers and counselors will work to utilize or develop learning assessments for each lesson ✓ The Principal and District will compile baseline and year-end VADIR data on referrals ✓ The Project Director and Principal will conduct an annual performance review (see
Objective 2: Increase the level of Individual Planning provided to students by achieving the 10% effort threshold. Competitive Priority 1	<ul style="list-style-type: none"> Conduct individual assessments Inventory interests and review performance 	<ul style="list-style-type: none"> Counselor time on task (S) No. of students that counselors plan with (O) 	<ul style="list-style-type: none"> ✓ The Project Director and the Principal will review the Time and Task Analysis chart to quarterly determine counselor effort ✓ Counselors will report monthly on planning ✓ The Project Director and Principal will conduct an annual performance review
Objective 3: Increase the level of Responsive Services provided to students and families by achieving the 40% effort threshold Competitive Priority 1	<ul style="list-style-type: none"> Conduct crisis counseling Conduct small group and individual counseling Referral Case management 	<ul style="list-style-type: none"> Counselor time on task (S) No. of groups and issues/topics for which conducted (P) Mental Health referrals (O) (Baseline = TBD) 	<ul style="list-style-type: none"> ✓ The Project Director and the school principal will review the Time and Task Analysis chart to quarterly determine counselor effort ✓ The Project Director and Principal will conduct an annual performance review
Objective 4: Increase the level of System Support conducted by school counselors while achieving the 10% effort threshold. Competitive Priority 1	<ul style="list-style-type: none"> Program Promotion – and orientation Consultation with Teachers and Staff re: needs of students. Parent and Community Outreach Research work with counseling team and Advisory Board. Collecting and analyzing data to evaluate & update program 	<ul style="list-style-type: none"> No. of Parent meetings (P) No. of Advisory meetings (P) No of community meetings (P) No. of brochures distributed (P) No of reports prepared (S) No. of surveys and focus groups conducted 	<ul style="list-style-type: none"> ✓ The Project Director and the school principal will review the Time and Task Analysis Chart to quarterly determine counselor effort. ✓ The Project Director and Principal will conduct an annual performance review

B. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The Rocky Point Union Free School District believes that it is critical to provide performance feedback which is useful and timely. The Project Director will ensure that all events to be evaluated are supplied with a standard survey in sufficient numbers for all attendees at the event. The survey will ask for a Likert-scale evaluation of the event; a description of how, if at all learning from the event will be applied; and seek specific negative and positive comments about the event. Within two days of any event, a summary report of the event ratings and most prominent comments will be prepared for the Project Director's review. It is important that such data be received timely, before additional events are conducted or costs are incurred. The counseling team must share its status on at least a monthly basis, but it is presumed that communication among the various partners will not be limited to reporting. The Project Director will contact the counselors and social worker on a weekly basis and will speak with the Principal and district administrators as often as necessary.

DEBORAH DE LUCA, Ed.D.

(b)(6)

EDUCATION

Dowling College

Doctorate of Educational Leadership, Administration, & Technology, May 2005

Dowling College

School District Administrator Certification, 2003

Long Island University, C.W. Post Center

Master of Science in Reading, July 1986

S.U.N.Y. College @ Fredonia

Bachelor of Science in Elementary Education May 1984

LEADERSHIP EXPERIENCE

Rocky Point Union Free School District

Assistant Superintendent

August 2010 to Present

- Supervise curriculum, instruction, special education, and athletics in a kindergarten through 12th grade program that is housed in four buildings with 3,500 students
- Directly supervise the Director of Instruction, Director of Special Education, Director of Health and Athletics, Instructional Coordinators, and Building Principals
- Collaborate with Eastern Suffolk BOCES to supervise a successful Alternative High School program
- Wrote the Race to the Top grant, working collaboratively to understand and implement the Common Core State Standards and new requirements for teacher and principal Annual Professional Performance Review (APPR)
- Oversee all grants mandated under No Child Left Behind (NCLB) and the Individuals with Disabilities Act (IDEA)
- Collaborate with the Administrative Team and the Teacher's Union to hire an Athletic Director, Instructional Coordinators, and Building Principal.
- Administer the Universal Pre-Kindergarten Program
- Observe all untenured teachers
- Preside over Superintendent Hearings
- Liaison for Eastern Suffolk BOCES Communication Task Force

Bellmore Public Schools

Assistant Superintendent for Curriculum, Instruction, and Special Education

July 2007 to July 2010 ~ Tenured

- Responsible for all curriculum and instruction in a pre- kindergarten through sixth grade elementary program that is housed in three centers with 250 teachers and nearly 1,200 students
- Supervise the Special Education Program. Work collaboratively with the Committee on Special Education Chairperson to ensure a successful Special Education program with a thriving Autism program
- Collaborate with the local Parochial School to ensure compliance with Special Education Law and the implementation of the Individual Educational Service Plans (I.E.S.P.s) for students with disabilities.
- Arrange for professional development opportunities for the principals, teachers, and non-instructional staff including: in-service classes, workshops, collegial circles, conferences and staff development days
- Responsible for all grants mandated under No Child Left Behind (NCLB) and the Individuals with Disabilities Act (IDEA).
- Work in partnership with and oversee the implementation of the NCLB grants with the local Parochial School
- Write the guiding ideas, questions, and rubrics for hiring Teaching Assistants, Teachers, and Building Principals. Collaborate with the Administrative Team and the Teacher's Union to complete the interviews, reference checks, and make the recommendations to the Superintendent of Schools
- Supervise Academic Intervention Services and Summer School for fragile learners
- Responsible for scoring and analyzing of all New York State assessments
- Designed, organized, and oversee the Universal Pre-Kindergarten Program
- Oversee the English Language Learner Program
- Administer the District Based Nassau County Preschool Program
- Supervise the selection of students and curriculum for a self-contained gifted class
- Observe all untenured teachers and developed the New Teacher Orientation Program
- Homeless Liaison for the district

William Floyd Elementary School

Principal ~ 2005 to 2007

As principal, I led and managed a kindergarten through fifth grade instructional program affecting approximately 800 students in 32 general education classes and 8 special classes. Most importantly, I embraced, expected, and modeled “dignity and respect” for all. William Floyd Elementary School was a place where children and learning came first! I developed an authentic, collaborative learning community. There was a strong sense of family as the parents, faculty, staff, and students worked toward the goal of social, emotional, and academic excellence for 100% of our students. A virtues-based character education program was embedded throughout the curriculum and school; with this approach in place, discipline and bus referrals

Appendix A – Résumés/Job Descriptions, Rocky Point Union Free School District, Project R.E.S.P.E.C.T. Application for a New Grant under Elementary and Secondary School Counseling Programs CFDA 84.215E

significantly decreased thereby creating a pathway for academic success to emerge. In particular, significant gains were noted in kindergarten literacy levels and in the New York State 4th Grade English Language Arts assessment.

ADDITIONAL ADMINISTRATIVE / TEACHING EXPERIENCES

- 2004 - 2005: Assistant Principal William Floyd Elementary School
- 1985 – 2004: Teacher – William Floyd School District, Moriches Elementary
- 1984 -1985: Teacher – Saint Stephen of Hungary School, New York City

COLLEGE & TEACHER CENTER CLASSES

- College of Saint Rose, C.I.T.E., Adjunct Professor:
 - Leadership in Curriculum Development and Revision (EDA 503)
 - Introduction to Educational Leadership & Administration (EDA 505)
 - Supervision and Teacher Development (EDA 510)
 - Critical Issues In Educational Administration (EDA 590)
- Dowling College, Department of Educational Leadership, Adjunct Professor:
 - Educational Administration (EDU 8701)
 - Supervision of Instruction (EDU 8722)
 - Curriculum Development (EDU 8732)
- Dowling College, Department of Educational Leadership:
 - Committee Member for Doctoral Dissertation Defenses
- William Floyd Teacher Center classes:
 - Implementation of Virtues in an Elementary Classroom Community
 - Teacher Expectation and Student Achievement

PRESENTATIONS & PUBLICATIONS

- Roosevelt Union Free School District ~ Summer In-service class, Presenter; Topic: “A Framework for Understanding Poverty by Ruby Payne” 2010
- Long Island University ~ C.W. Post Campus, Presenter; Topic: “Classroom Assessment in The Era of No Child Left Behind” 2010
- Suffolk County Elementary Principals Association, Presenter; “Social and Emotional Literacy for School Leaders” 2010

- Nassau County BOCES, Reading Recovery Council, Presenter; “Response to Intervention Implementation” Part II May 2010
- Dowling College, Annual Practical Research Symposium, Speaker; Topic: “Doctoral Alumni Panel: Is There Life After Graduation?” 2010
- Nassau Association of District Curriculum Officials, Presenter (NADCO) ; “Understanding Professional Communities as a Tool to Implement Curriculum Changes” 2010
- Nassau County BOCES, Reading Recovery Council, Presenter; “Response to Intervention Implementation” Part I March 2010
- Long Island University ~ C.W. Post Campus, Presenter; Topic: “Classroom Assessment in The Era of No Child Left Behind” 2009
- Western Suffolk BOCES, Curriculum Council Meeting, Presenter; Topic: "Long Island School Improvement Planning & Professional Development Needs in the Next Two Years - The Assistant Superintendent's Perspective." 2008
- Dowling College, Annual Practical Research Symposium, Co-Presenter; Topic: “Character Education: An Elementary School’s Journey Toward Implementing a Virtue Based, Systemic Program That Emphasizes Dignity and Respect Among All Stakeholders” 2007
- Hofstra University, Long Island Social and Emotional Literacy Forum, Co-Presenter; Topic: “Character *in* Education: Building Capacity for Excellence – A District-wide Approach for Enabling Robust Learning Communities” 2006
- Dowling College, Annual Practical Research Symposium, Co-Presenter; Topic: “Using Data To Build Capacity In A Learning Community” 2006
- Eastern Suffolk BOCES Workshop, Regional Council for Research and Practice, Data Conference, Co- Presenter; Topic: “Using Data To Build Capacity In A Learning Community” 2006
- William Floyd School District, Presenter; Topic: “Understanding the New York State Alternate Assessments.”
- William Floyd School District, Administrator Team, Presenter; Topic: “The 90/90/90 Schools: A Case Study.”
- William Floyd School District, Superintendent’s Conference Day
 - A Framework for Understanding Poverty by Ruby Payne; Implementation at William Floyd

- Teaching What Matters Most: Standards and Strategies for Raising Student Achievement by Richard Strong; Understanding this Work in Our Daily Practice
- William Floyd School District, New Teacher Institute
 - Character Education: Implementation of the Core Virtues
 - Building a Learning Community in Your Classroom
 - New Teacher Survival Class
- William Floyd School District, School Community Council – Co- Presenter; Topic: “Creating a Unified Character Education Initiative in the WFSD.”
- William Floyd Elementary School Presentations:
 - Parent Workshop – “Understanding the New York State English Language Arts Assessments”
 - Parent Workshop – “Understanding the New York State Mathematics Assessments”
 - Parent Workshop – “Parents and Children Connecting Through Reading”
 - Faculty Presentation – “Understanding No Child Left Behind”
 - Faculty Presentation - “Using a Discipline System to Promote Learning”
 - Faculty Presentation – “Understanding the Teachers Helping Teachers Model to Develop the Instructional Support Team”
 - Faculty Presentation – “Creating a Learning Community: Out Learning the Wolves”
- “The Relationship of Teachers’ Perceptions of Their Elementary School Principals’ Professional Practices and Their Own Professional Practices in Implementing a Learning Community with Economically Disadvantaged Students” UMI, Ann Arbor, MI, 2005. Dissertation.
- “Bullying: An Unethical Behavior That is Tolerated in Many Schools” *The Long Island Educational Review*, 4(1), 6, 2004. Editorial Board Review.

PROFESSIONAL MEMBERSHIPS

- National Staff Development Council
- New York State Special Education Directors
- Long Island Association for Supervision and Curriculum Development
- Long Island Association of Special Education Administrators
- Council of Administrators of Special Education
- Nassau Association of District Curriculum Officials
- Nassau County Arts in Education Advisory Council
- Nassau County Environmental and Outdoor Education Advisory Council
- Parent Community Center of Bellmore Advisory Council

- National Association of Elementary School Principals
 - Suffolk County Elementary Principal's Association
 - New York State Reading Association
 - International Reading Association
 - Kappa Delta Pi
-

References available upon request

Project *RESPECT*
Elementary School Counselor
JOB DESCRIPTION

TITLE: School Counselor

**PRINCIPAL
FUNCTION:**

School Counselors will provide direct service to students, families and staff distributed across a range of service components that include but are not limited to school-wide educative and preventive interventions, small group and targeted individual interventions, crisis response, consultation with parents, teachers and other educators, advocacy within schools and with community partners, and professional development and training of school staff in areas of concern to the school system.

REPORTS TO: School Building Principal and the RESPECT Project Director

QUALIFICATIONS: A professional who has documented competence in counseling children and adolescents in a school setting and who—(A) is licensed by the State or certified by an independent professional regulatory authority; (B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or (C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent. Preferred: Experience with consultation and familiar with PBIS or Pathways training.

**PERFORMANCE
RESPONSIBILITIES:**

Consistent with the New York State School Counselor Association and American School Counselor Association models, the School Counselor will...

- Deliver School Counseling Curriculum to students by achieving the school counselor 40% effort threshold.
- Conduct Individual Planning with students by achieving the 10% effort threshold.
- Conduct Responsive Services provided to students and families by achieving the 40% effort threshold
- Conduct System Support activities while achieving the 10% effort threshold.

Project *RESPECT*
Elementary School Social Worker
JOB DESCRIPTION

TITLE: Social Worker

**PRINCIPAL
FUNCTION:**

A School Social Worker will provide direct service to students, families and staff distributed across a range of service components that include but are not limited to school-wide educative and preventive interventions, small group and targeted individual interventions, crisis response, consultation with parents, teachers and other educators, advocacy within schools and with community partners, and professional development and training of school staff in areas of concern to the school system.

REPORTS TO: School Building Principal and the RESPECT Project Director

QUALIFICATIONS: an individual who (a) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) is licensed or certified by New York State; or (c) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization. They have special expertise in understanding family and community systems and linking students and their families with community services essential to promote student success. Preferred: Training or experience with PBIS or CRT, and familiarity with formal referral networks of clinical and social services.

**PERFORMANCE
RESPONSIBILITIES:**

Consistent with the New York State School Counselor Association and American School Counselor Association models, the School Social Worker will...

- Provide evidence-based education, behavior, and mental health services in support of the counseling team.
- Promote a school climate and culture conducive to student learning and teaching excellence.
- Maximize access to school-based and community-based resources by referral or direct service.

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Components of Project RESPECT Universal 4th Grade Classroom Counselor Curriculum (TBD = To Be Developed)

	National School Counseling Standards <i>Students will...</i>	Competency	New York State Common Core and Other Learning Standards							Classroom Curriculum 1	Classroom Curriculum 2	Classroom Curriculum 3
			ELA	SS	M/S/T	LOTE	PE	ARTS	CDOS	2 ND STEP	Too Good For Drugs	Why Try
A C A D E M I C	A: acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	1. Improve Academic Self-						1	3	✓	✓	✓
		2. Acquire Skills for Improving Learning	1		6				2,3	✓	✓	✓
		3. Achieve School Success	2,3,4	5		2		1,3,4	1,2,3	✓	✓	✓
	B: complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	1. Improve Learning	1,3,4	2,3,4	7		3a, 3b	2,3	2,3	✓	✓	✓
		2. Plan to Achieve Goal			7		3a		1, 2, 3	✓	✓	✓
C: understand the relationship of academics to the world of work, and to life at home and in the community.	1. Relate School to Life Experiences	4	5	3, 6, 7		3b	1	1, 2, 3	✓	✓	✓	
C A R E E R	A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions	1. Develop Career Awareness	4	5	2, 7		3c	1	1, 2, 3	TBD	TBD	TBD
		2. Develop Employment Readiness	1, 4	5			3c	2	1, 2, 3	TBD	TBD	TBD
	B: employ strategies to achieve future career goals with success and satisfaction	1. Acquire Career Information	1		5		3c		1, 3	TBD	TBD	TBD
		2. Identify Career Goals					3c	1, 2	1, 2, 3	TBD	✓	✓
	C: understand the relationship between personal qualities, education, training and the world of work	1. Acquire Knowledge to Achieve Career Goals					3c		1, 3	TBD	TBD	TBD
		2. Apply Skills to Achieve Career Goals	4		6		3c		1, 2, 3	TBD	✓	TBD
P E R S O N A L	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others	1. Acquire Self-Knowledge	2, 3, 4	2, 5					1, 3	✓	✓	✓
		2. Acquire Interpersonal Skills	2, 4	1, 2, 3, 5		1, 2		3, 4	3	✓	✓	✓
	B: make decisions set goals, and take necessary action to achieve	1. Self-Knowledge Application	3	1, 2, 4	7	2		3, 4	1, 3	✓	✓	✓
	C: understand safety and survival skills	1. Acquire Personal Safety Skills		4, 5			2b	2	3	✓	✓	✓

Components of Project RESPECT Universal 5th Grade Classroom Counselor Curriculum (TBD = To Be Developed)

	National School Counseling Standards <i>Students will...</i>	Competency	New York State Common Core and Other Learning Standards						Classroom Curriculum 1	Classroom Curriculum 2	Classroom Curriculum 3	
			ELA	SS	M/S/T	LOTE	PE	ARTS	CDOS	2 ND STEP	Too Good For Drugs	Why Try.
A C A D E M I C	A: acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	1. Improve Academic Self-concept						1	3	✓	✓	✓
		2. Acquire Skills for Improving Learning	1		6				2,3	✓	✓	✓
		3. Achieve School Success	2,3,4	5		2		1,3,4	1,2,3	✓	✓	✓
	B: complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	1. Improve Learning	1,3,4	2,3,4	7		3a, 3b	2,3	2,3	✓	✓	✓
		2. Plan to Achieve Goal			7		3a		1, 2, 3	✓	✓	✓
	C: understand the relationship of academics to the world of work, and to life at home and in the community.	1. Relate School to Life Experiences	4	5	3, 6, 7		3b	1	1, 2, 3	✓	✓	✓
C A R E E R	A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions	1. Develop Career Awareness	4	5	2, 7		3c	1	1, 2, 3	TBD	TBD	TBD
		2. Develop Employment Readiness	1, 4	5			3c	2	1, 2, 3	TBD	TBD	TBD
	B: employ strategies to achieve future career goals with success and satisfaction	1. Acquire Career Information	1		5		3c		1, 3	TBD	TBD	TBD
		2. Identify Career Goals					3c	1, 2	1, 2, 3	TBD	✓	✓
	C: understand the relationship between personal qualities, education, training and the world of work	1. Acquire Knowledge to Achieve Career Goals					3c		1, 3	TBD	TBD	TBD
		2. Apply Skills to Achieve Career Goals	4		6		3c		1, 2, 3	TBD	✓	TBD
P E R S O N A L	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others	1. Acquire Self-Knowledge	2, 3, 4	2, 5					1, 3	✓	✓	✓
		2. Acquire Interpersonal Skills	2, 4	1, 2, 3, 5		1, 2		3, 4	3	✓	✓	✓
	B: make decisions set goals, and take necessary action to achieve	1. Self-Knowledge Application	3	1, 2, 4	7	2		3, 4	1, 3	✓	✓	✓
	C: understand safety and survival skills	1. Acquire Personal Safety Skills		4, 5			2b	2	3	✓	✓	✓



The New York State Report Card 2011–12

School **JOSEPH A EDGAR INTERMEDIATE
SCHOOL**
School ID **58-02-09-02-0001**
District **ROCKY POINT UNION FREE SCHOOL
DISTRICT**
Principal **CAROL TVELIA**
Telephone **(631) 744-1600**
Grades **3-5, UE**

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic supports.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

This report includes:

1 Profile

This section shows comprehensive data relevant to this school's or district's learning environment, including information about enrollment, attendance and suspensions, and staff.

2 Student Performance

This section shows student performance on standardized assessments at the elementary, middle, and commencement levels.

3 Student Outcomes

This section shows outcomes for graduates and non-completers, including post-graduation plans of completers.

1 Profile

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Enrollment

	2009-10	2010-11	2011-12
Pre-K	0	0	
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	255	247	256
Grade 4	279	249	239
Grade 5	271	281	254
Grade 6	0	0	0
Ungraded Elementary	0	0	5
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	0	0	0
Total K-12	805	777	754

Average Class Size

	2009-10	2010-11	2011-12
Common Branch	24	24	25
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's and district's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's or district's enrollment. The state public enrollment includes public school districts, charter schools, and NYSED-operated programs. Students classified by districts as "pre-first" are included in first grade counts. Kindergarten and Pre-K counts include half- and full-day students.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.

1 Profile

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Demographic Factors

	2009-10		2010-11		2011-12	
	#	%	#	%	#	%
Eligible for Free Lunch	97	12%	102	13%	114	15%
Reduced Price Lunch	40	5%	52	7%	60	8%
Limited English Proficient	16	2%	19	2%	22	3%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	17	2%	15	2%	8	1%
Hispanic or Latino	53	7%	54	7%	58	8%
Asian or Native Hawaiian/Other Pacific Islander	9	1%	12	2%	11	1%
White	723	90%	693	89%	668	89%
Multiracial	3	0%	3	0%	9	1%

Attendance and Suspensions

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Annual Attendance Rate		96%		97%		95%
Student Suspensions	4	0%	12	1%	11	1%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's *Annual Attendance Rate* is a weighted average of all district-level attendance rates.

Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

1 Profile

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Teacher Qualifications

	2009-10	2010-11	2011-12
Total Number of Teachers	55	54	53
Percent with No Valid Teaching Certificate	0%	0%	0%
Percent Teaching Out of Certification	0%	2%	0%
Percent with Fewer than Three Years of Experience	4%	0%	0%
Percentage with Master's Degree Plus 30 Hours or Doctorate	76%	74%	83%
Total Number of Core Classes	40	49	47
Percent Not Taught by Highly Qualified Teachers in This School*	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in This District**	0%	0%	0%
Percent Not Taught by Highly Qualified Teachers in High-Poverty Schools Statewide	6%	5%	4%
Percent Not Taught by Highly Qualified Teachers in Low-Poverty Schools Statewide	1%	0%	1%
Total Number of Classes	76	93	82
Percent Taught by Teachers Without Appropriate Certification	0%	1%	0%

*Not available at the district or statewide level.

**Not available for charter schools or at the statewide level.

Teacher Turnover Rate

	2008-09	2009-10	2010-11
Turnover Rate of Teachers with Fewer than Five Years of Experience	64%	50%	0%
Turnover Rate of All Teachers	22%	11%	9%

Staff Counts

	2009-10	2010-11	2011-12
Total Other Professional Staff	4	5	4
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	1
Principals	1	1	1

*Not available at the school level.

Teacher Qualifications Information

The *Percent Teaching Out of Certification* for public schools is the percent doing so on more than an incidental basis; that is, the percent teaching for more than five periods per week outside certification.

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with state standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as *Highly Qualified* provided that 1) the teacher had been determined by the school or district through the HOUSSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of *Highly Qualified Teacher* status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as *Highly Qualified* if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered *Highly Qualified* if they meet all remaining criteria.

High-poverty and *low-poverty* schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties.

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

This section contains annual assessment data for students at the elementary, middle, and commencement levels as well as the performance of secondary-level cohorts on standardized achievement assessments.

New York State Testing Program (NYSTP) Assessments

The New York State Testing Program assessments are administered in English language arts (ELA) and mathematics in grades 3 through 8. The Performance Level Descriptors for these assessments are provided below:

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only.

New York State English as a Second Language Achievement Tests (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

Secondary-Level Cohorts

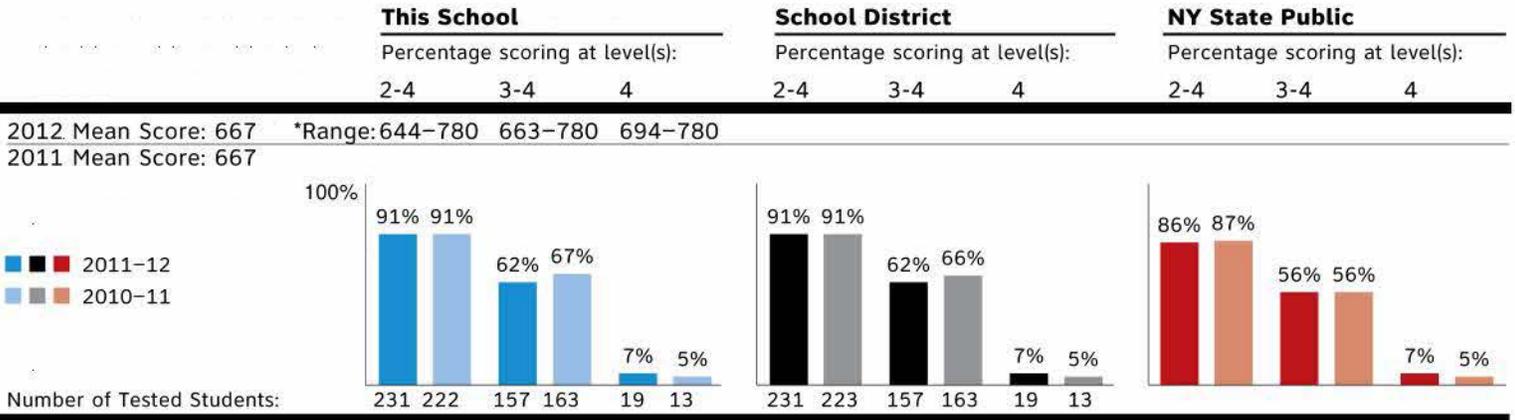
A secondary-level cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday in a particular year. The 2008 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2008 and June 30, 2009. The 2007 cohort consists of all students who first entered grade 9 anywhere or, in the case of ungraded students with disabilities, reached their seventeenth birthday between July 1, 2007 and June 30, 2008. For more detailed information on cohort definitions, see *Secondary-Level Cohort Definitions* at <http://www.p12.nysed.gov/irs/sirs/>.

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 3 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	254	91%	62%	7%	244	91%	67%	5%
Female	132	92%	64%	9%	114	96%	68%	7%
Male	122	90%	60%	6%	130	87%	66%	4%
American Indian or Alaska Native								
Black or African American	2	-	-	-	5	-	-	-
Hispanic or Latino	24	75%	38%	4%	14	86%	43%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	220	93%	65%	8%	221	92%	68%	5%
Multiracial	5	80%	60%	0%				
Small Group Totals	5	100%	40%	0%	9	78%	67%	11%
General-Education Students	209	94%	70%	9%	203	99%	78%	6%
Students with Disabilities	45	76%	24%	0%	41	51%	12%	0%
English Proficient	246	93%	64%	8%	237	92%	68%	5%
Limited English Proficient	8	25%	0%	0%	7	71%	14%	0%
Economically Disadvantaged	61	82%	48%	5%	59	85%	44%	3%
Not Disadvantaged	193	94%	66%	8%	185	93%	74%	6%
Migrant								
Not Migrant	254	91%	62%	7%	244	91%	67%	5%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				3	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	PR/Award # S215E140462	N/A	N/A	0	N/A	N/A	N/A

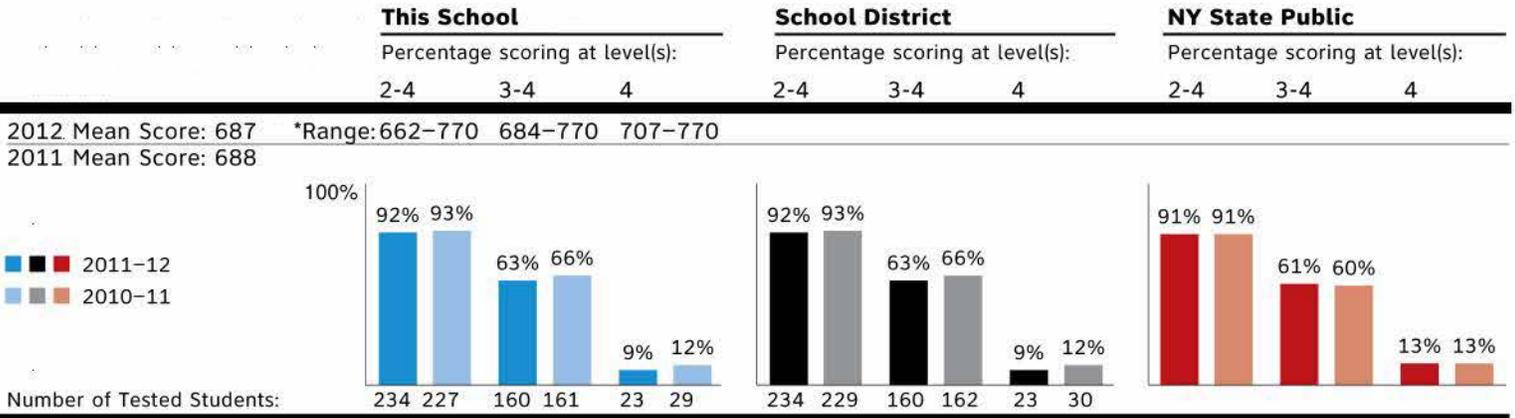
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 3 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	254	92%	63%	9%	244	93%	66%	12%
Female	132	91%	61%	9%	114	94%	64%	11%
Male	122	93%	65%	9%	130	92%	68%	13%
American Indian or Alaska Native								
Black or African American	2	-	-	-	5	-	-	-
Hispanic or Latino	24	75%	42%	4%	14	79%	36%	7%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	220	94%	66%	10%	221	95%	68%	12%
Multiracial	5	80%	20%	0%				
Small Group Totals	5	100%	60%	0%	9	78%	56%	22%
General-Education Students	209	95%	71%	11%	203	99%	75%	14%
Students with Disabilities	45	80%	27%	2%	41	63%	20%	2%
English Proficient	246	94%	65%	9%	237	94%	68%	12%
Limited English Proficient	8	25%	0%	0%	7	57%	0%	0%
Economically Disadvantaged	61	84%	48%	2%	59	86%	47%	12%
Not Disadvantaged	193	95%	68%	11%	185	95%	72%	12%
Migrant								
Not Migrant	254	92%	63%	9%	244	93%	66%	12%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

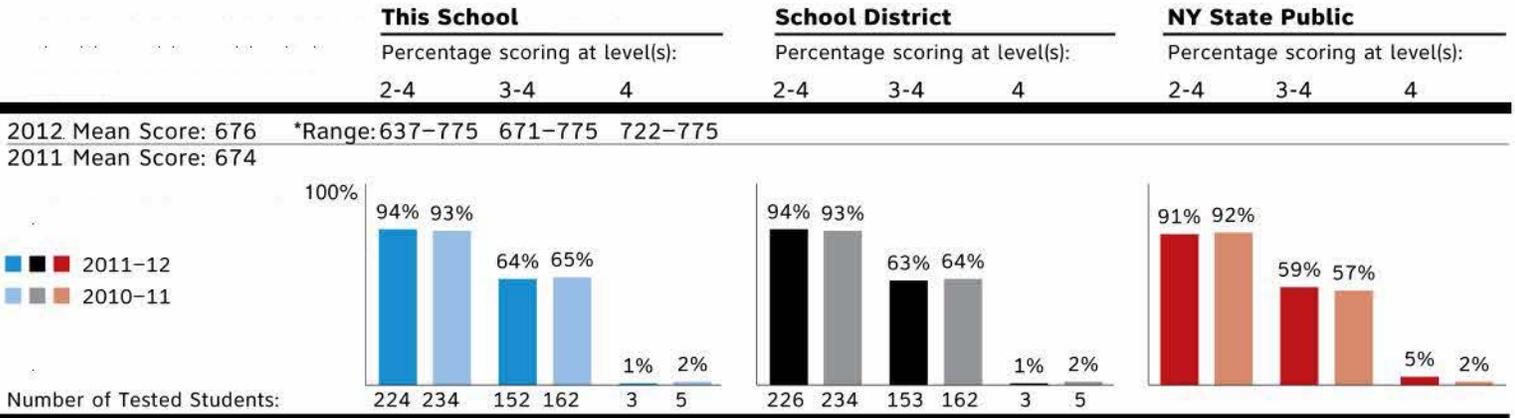
Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	0				3	-	-	-

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 4 English Language Arts



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	238	94%	64%	1%	251	93%	65%	2%
Female	115	97%	67%	1%	129	95%	66%	2%
Male	123	92%	61%	2%	122	91%	63%	2%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	13	92%	31%	0%	21	81%	52%	5%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	218	95%	66%	1%	220	95%	66%	2%
Multiracial					4	-	-	-
Small Group Totals	7	71%	57%	0%	10	90%	60%	0%
General-Education Students	198	99%	75%	2%	206	99%	75%	2%
Students with Disabilities	40	68%	10%	0%	45	67%	16%	0%
English Proficient	233	94%	65%	1%	243	94%	67%	2%
Limited English Proficient	5	80%	0%	0%	8	63%	0%	0%
Economically Disadvantaged	53	92%	43%	2%	46	89%	48%	0%
Not Disadvantaged	185	95%	70%	1%	205	94%	68%	2%
Migrant								
Not Migrant	238	94%	64%	1%	251	93%	65%	2%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	1	N/A	N/A	N/A	1	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	1	PR/Award # S215E140462	N/A	N/A	1	N/A	N/A	N/A

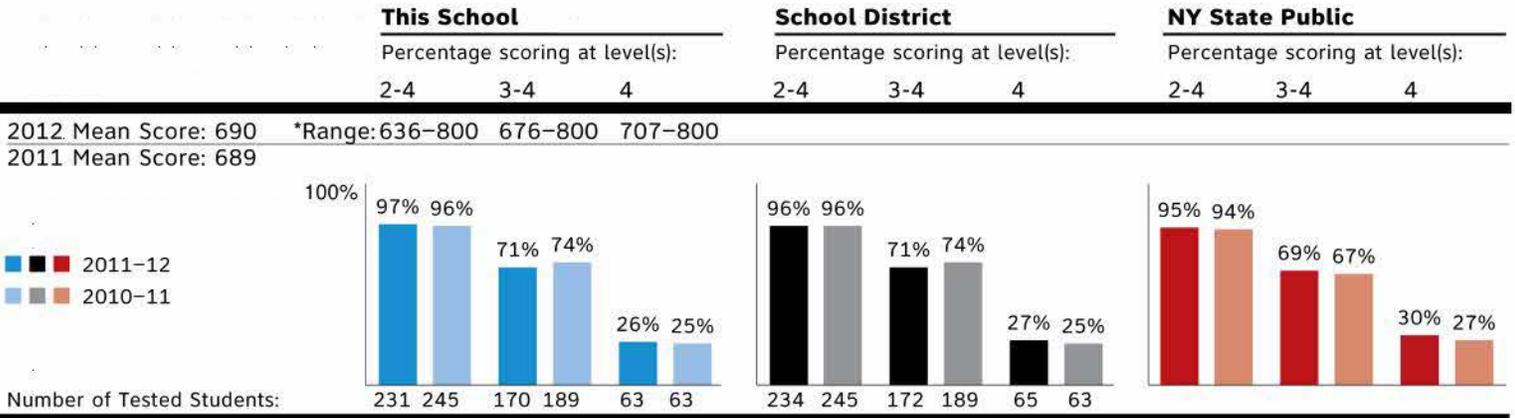
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 4 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	239	97%	71%	26%	254	96%	74%	25%
Female	115	96%	70%	21%	132	97%	73%	18%
Male	124	98%	73%	31%	122	96%	75%	32%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	13	92%	38%	8%	22	86%	55%	18%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	219	97%	74%	28%	222	97%	77%	25%
Multiracial					4	-	-	-
Small Group Totals	7	86%	57%	14%	10	100%	60%	30%
General-Education Students	199	100%	81%	31%	209	100%	85%	29%
Students with Disabilities	40	80%	23%	3%	45	82%	24%	7%
English Proficient	234	97%	73%	27%	245	97%	77%	26%
Limited English Proficient	5	100%	0%	0%	9	89%	11%	0%
Economically Disadvantaged	53	96%	51%	11%	47	94%	55%	11%
Not Disadvantaged	186	97%	77%	31%	207	97%	79%	28%
Migrant								
Not Migrant	239	97%	71%	26%	254	96%	74%	25%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

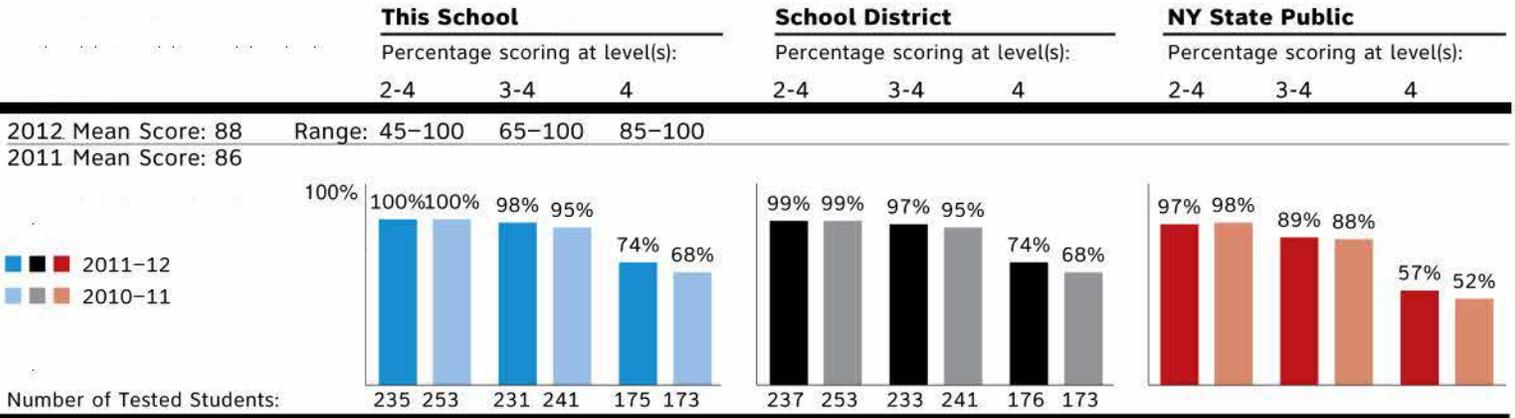
Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	0	-	-	-

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 4 Science



Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	236	100%	98%	74%	254	100%	95%	68%
Female	116	99%	98%	72%	132	99%	94%	67%
Male	120	100%	98%	77%	122	100%	96%	70%
American Indian or Alaska Native								
Black or African American	4	-	-	-	3	-	-	-
Hispanic or Latino	14	93%	79%	43%	22	95%	77%	50%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	3	-	-	-
White	215	100%	99%	76%	222	100%	97%	70%
Multiracial					4	-	-	-
Small Group Totals	7	100%	100%	86%	10	100%	90%	60%
General-Education Students	197	99%	99%	82%	209	100%	98%	78%
Students with Disabilities	39	100%	92%	36%	45	100%	82%	24%
English Proficient	230	100%	99%	76%	245	100%	97%	71%
Limited English Proficient	6	83%	67%	17%	9	89%	44%	0%
Economically Disadvantaged	53	100%	96%	58%	47	98%	87%	49%
Not Disadvantaged	183	99%	98%	79%	207	100%	97%	72%
Migrant								
Not Migrant	236	100%	98%	74%	254	100%	95%	68%

NOTES

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Other Assessments

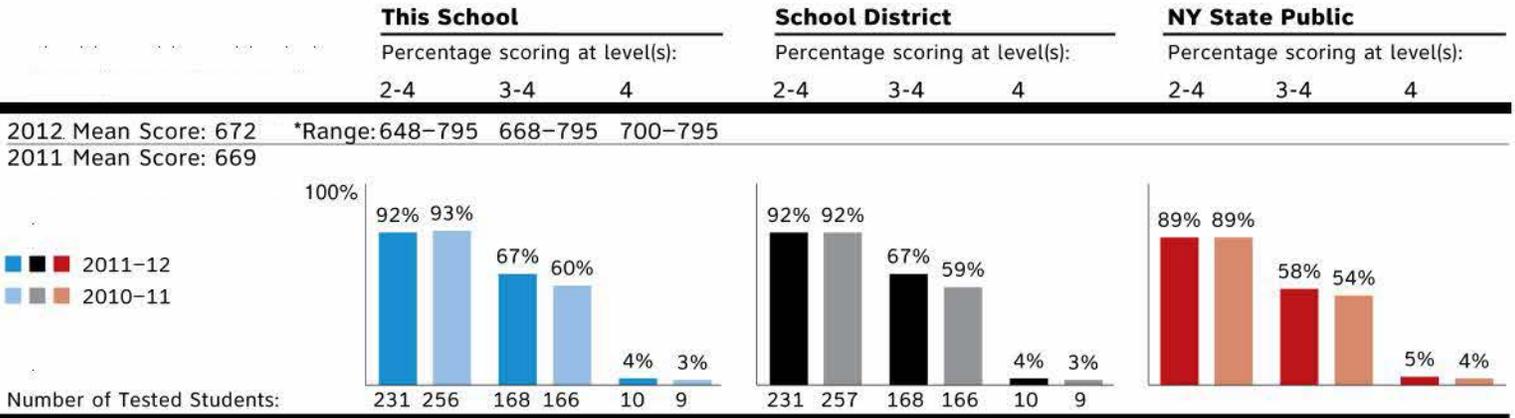
	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	4	-	-	-	0	-	-	-

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 5 English Language Arts



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	251	92%	67%	4%	276	93%	60%	3%
Female	128	96%	70%	4%	147	95%	59%	1%
Male	123	88%	64%	4%	129	90%	61%	5%
American Indian or Alaska Native								
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	21	81%	52%	5%	22	77%	27%	0%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	220	93%	69%	4%	248	94%	63%	3%
Multiracial	4	-	-	-				
Small Group Totals	10	90%	50%	0%	6	100%	67%	17%
General-Education Students	201	100%	79%	5%	218	100%	73%	4%
Students with Disabilities	50	62%	20%	0%	58	67%	10%	0%
English Proficient	244	93%	69%	4%	272	-	-	-
Limited English Proficient	7	57%	0%	0%	4	-	-	-
Economically Disadvantaged	47	83%	47%	2%	59	85%	44%	0%
Not Disadvantaged	204	94%	72%	4%	217	95%	65%	4%
Migrant								
Not Migrant	251	92%	67%	4%	276	93%	60%	3%

NOTES

The - symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	PR/Award # S215E140462	N/A	N/A	0	N/A	N/A	N/A

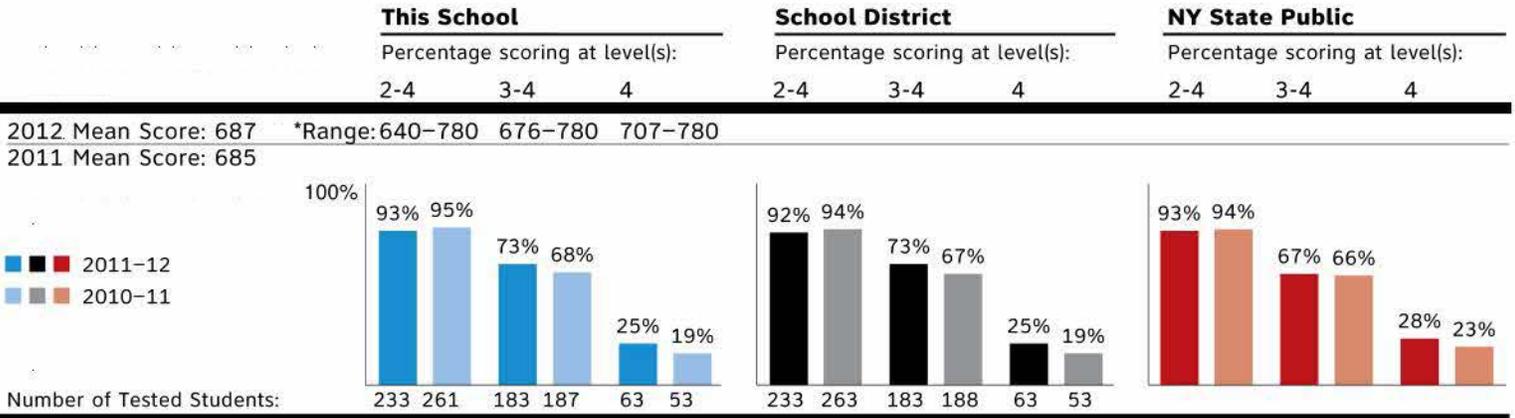
† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 5 Mathematics



Results by Student Group

	2011-12 School Year				2010-11 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students	251	93%	73%	25%	276	95%	68%	19%
Female	128	94%	73%	23%	147	96%	65%	16%
Male	123	92%	72%	27%	129	93%	71%	23%
American Indian or Alaska Native								
Black or African American	3	-	-	-	2	-	-	-
Hispanic or Latino	21	76%	57%	24%	22	82%	27%	9%
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	4	-	-	-
White	220	95%	75%	26%	248	96%	71%	19%
Multiracial	4	-	-	-				
Small Group Totals	10	90%	60%	10%	6	100%	83%	50%
General-Education Students	201	99%	84%	29%	218	99%	79%	24%
Students with Disabilities	50	68%	28%	8%	58	78%	24%	0%
English Proficient	244	94%	75%	26%	272	-	-	-
Limited English Proficient	7	57%	0%	0%	4	-	-	-
Economically Disadvantaged	47	81%	53%	19%	59	88%	51%	7%
Not Disadvantaged	204	96%	77%	26%	217	96%	72%	23%
Migrant								
Not Migrant	251	93%	73%	25%	276	95%	68%	19%

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments	2011-12 School Year				2010-11 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	0				0			

2 Student Performance

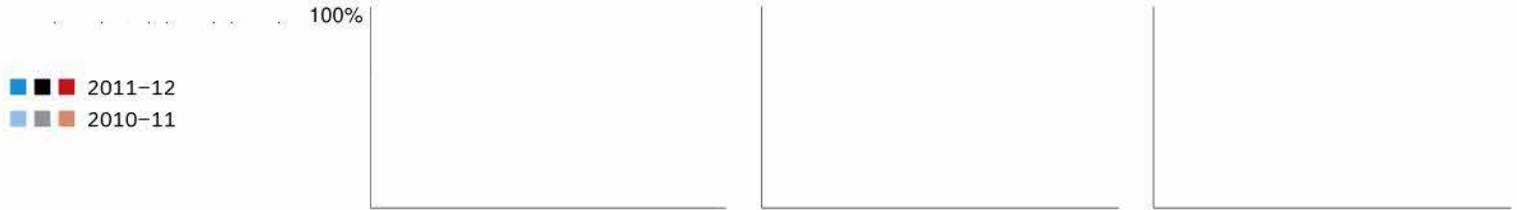
School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 6 English Language Arts

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

*Range:



Number of Tested Students:

Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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Other Assessments	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	-	-	-
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	PR/Award # S215E140462	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

2 Student Performance

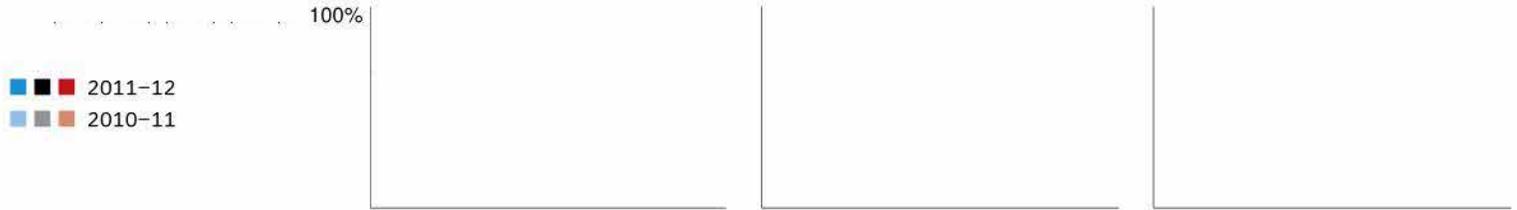
School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

Results in Grade 6 Mathematics

This School			School District			NY State Public		
Percentage scoring at level(s):			Percentage scoring at level(s):			Percentage scoring at level(s):		
2-4	3-4	4	2-4	3-4	4	2-4	3-4	4

*Range:



Number of Tested Students:

Results by Student Group

	2011-12 School Year			2010-11 School Year				
	Total Tested	Percentage scoring at level(s):		Total Tested	Percentage scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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* These ranges are for 2011-12 data only. Ranges for 2010-11 data are available in the 2010-11 Accountability and Overview Reports.

Other Assessments

	2011-12 School Year			2010-11 School Year				
	Total Tested	Number scoring at level(s):		Total Tested	Number scoring at level(s):			
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	0				1	-	-	-

2 Student Performance

School **JOSEPH A EDGAR INTERMEDIATE SCHOOL**
 School ID **58-02-09-02-0001**

District **ROCKY POINT UNION FREE SCHOOL DISTRICT**

New York State English as a Second Language Achievement Test (NYSESLAT)

		All Students				General-Education Students				Students with Disabilities							
		Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				Total Tested	Percent of students scoring in each performance level:				
			Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.		Begin.	Interm.	Adv.	Prof.	
Listening and Speaking (Grades K-1)	2011-12	0					0					0					
	2010-11	0					0					0					
	2009-10	0					0					0					
Reading and Writing (Grades K-1)	2011-12	0					0					0					
	2010-11	0					0					0					
	2009-10	0					0					0					
Listening and Speaking (Grades 2-4)	2011-12	15	0%	13%	33%	53%	9	0%	11%	33%	56%	6	0%	17%	33%	50%	
	2010-11	16	0%	0%	38%	63%	10	0%	0%	40%	60%	6	0%	0%	33%	67%	
	2009-10	11	0%	0%	64%	36%	5	0%	0%	60%	40%	6	0%	0%	67%	33%	
Reading and Writing (Grades 2-4)	2011-12	15	27%	33%	33%	7%	9	33%	33%	22%	11%	6	17%	33%	50%	0%	
	2010-11	16	0%	31%	56%	13%	10	0%	10%	80%	10%	6	0%	67%	17%	17%	
	2009-10	11	0%	45%	55%	0%	5	0%	40%	60%	0%	6	0%	50%	50%	0%	
Listening and Speaking (Grades 5-6)	2011-12	7	0%	0%	43%	57%	4	-	-	-	-	3	-	-	-	-	
	2010-11	4	-	-	-	-	2	-	-	-	-	2	-	-	-	-	
	2009-10	6	0%	0%	67%	33%	3	-	-	-	-	3	-	-	-	-	
Reading and Writing (Grades 5-6)	2011-12	7	0%	0%	100%	0%	4	-	-	-	-	3	-	-	-	-	
	2010-11	4	-	-	-	-	2	-	-	-	-	2	-	-	-	-	
	2009-10	6	17%	33%	50%	0%	3	-	-	-	-	3	-	-	-	-	
Listening and Speaking (Grades 7-8)	2011-12	0					0					0					
	2010-11	0					0					0					
	2009-10	0					0					0					
Reading and Writing (Grades 7-8)	2011-12	0					0					0					
	2010-11	0					0					0					
	2009-10	0					0					0					
Listening and Speaking (Grades 9-12)	2011-12	0					0					0					
	2010-11	0					0					0					
	2009-10	0					0					0					
Reading and Writing (Grades 9-12)	2011-12	0					0					0					
	2010-11	0					0					0					
	2009-10	0					0					0					

NOTE
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Glossary of Terms

Crisis: Provides withdrawal and stabilization services in a short term inpatient program aimed to engage and increase motivation and successfully link the patient to ongoing treatment.

Detoxification: A medical procedure used to remove the effects or dependence of a substance.

Outpatient: Treatment services provided in a community based setting complete with an individualized assessment and action plan based on the needs of the patient

Inpatient: Treatment plan including intensive evaluation, short-term treatment, and rehabilitation services provided in a medically supervised setting 24hrs/day– 7 days/week

Residential: Treatment of a substance abuse disorder in patients who are unable to maintain sobriety without a structured inpatient setting but are not in need of acute hospital or psychiatric care

Outpatient Day Rehab: Treatment services are provided in a community based setting according to an individualized assessment and action plan based on the needs of the patient.

Contacts

Rocky Point High School

Peggy Ward
Student Assistance Counselor
631.849.7549
pward@rockypoint.k12.ny.us

Wendy Zawolik
Substance Abuse Counselor
631.849.7553
wzawolik@rockypoint.k12.ny.us

Rocky Point Middle School

Patricia Potenza
Substance Abuse Counselor
631.849.7326
pcoppola@rockypoint.k12.ny.us

JAE Intermediate School

Diane Gavares
Student Assistance Counselor
631.849.6450
dgavares@rockypoint.k12.ny.us

FJC Elementary School

Jamie Adamski
Student Assistance Counselor
631.849.7521
jadamski@rockypoint.k12.ny.us



Drug and Alcohol Treatment Referral List

Rocky Point Union Free School District
90 Rocky Point– Yaphank Road
Rocky Point, NY 11778

Is Alcohol or Drug Abuse Hurting You or a Loved One?

Learn the signs and symptoms of substance abuse.

- Changes in Friends
- Negative changes in school, missing class, or declining grades
- Secretive or coded language with friends
- Increase in borrowing money or missing valuables
- Evidence of drug paraphernalia such as pipes, rolling papers, etc.
- Eye drop bottles to mask blood shot eyes or dilated pupils
- Mouthwash or breath mints to cover up the smell of alcohol
- Missing Prescription drugs
- Unexplained weight loss or gain
- General lack of motivation; "I don't care" attitude

Long Island and the metropolitan New York area lead the country in drug related overdoses. Parents, school staff, and other concerned community members are looking for support and guidance and don't know where to turn. If you or someone you know is struggling, there is help!

Where do I go for help?

Depending on the severity of the issue, there are different services available. Please review the glossary of terms to find which resource best matches your individual needs.

Crisis

Catholic Charities Bohemia, 18+	589-4144
Long Island Center for Recovery Hampton Bays, 18+	728-3100

Detoxification

South Oaks Amityville, 18+	264-4000
-------------------------------	----------

Residential

Outreach House Brentwood, 13+	231-3232
Pheonix Houses of LI, Inc Brentwood, 14+	306-5710
Daytop Outreach Center Huntington, 13+	351-7112

Inpatient

South Oaks Amityville, 18+	264-4000
Long Island Center for Recovery Hampton Bays, 18+	728-3100
St. Charles Hospital Pt. Jefferson, 19+	474-6233
Seafeld Treatment Center Westhampton Beach, 16+	288-1122
CKP Addiction Treatment Center Brentwood, 19+	434-7200

Outpatient

Hope For Youth Amityville, 12+	842-7900
Seafeld Treatment Center Riverhead, 14+	369-7800
Medford, 13+	451-6007
Patchogue, 18+	363-2001
South Oaks Amityville, 13+	264-4000
Outreach Project Bellport, 13+	286-0700
Outreach Brentwood, 12-18yrs	951-2613
Catholic Charities Hampton Bays, 18+	543-6200
Alternatives Counseling Services, Inc Riverhead, 14+	369-1200
Family Counseling Services, Inc Shirley, 18+	399-9217
Family Service League East Yaphank, 13+	924-3741
Riverhead, 13+	369-0104
Long Island Center for Recovery Hampton Bays, 18+	728-3100
Maryhaven Center for Hope, Inc Riverhead, 12+	727-0710

Other Community Resources

North Shore Youth Council	744-0207
Hope House Ministries	473-6030
Pederson Krag	920-8300
East End Psychological Services	821-7214
Narcotics Anonymous	827-9500
Alcoholics Anonymous	654-1150
Al-A-Non	669-2827

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision
* 3. Date Received: Completed by Grants.gov upon submission.		* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
4. Applicant Identifier: _____		
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: Rocky Point Union Free School District #9		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 116001713	* c. Organizational DUNS: 0757830500000	
d. Address:		
* Street1: 90 Rocky Point-Yaphank Road	_____	
Street2:	_____	
* City: Rocky Point	_____	
County/Parish:	_____	
* State: NY: New York	_____	
Province:	_____	
* Country: USA: UNITED STATES	_____	
* Zip / Postal Code: 11778-8423	_____	
e. Organizational Unit:		
Department Name: _____	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____	* First Name: Anja	_____
Middle Name: _____	_____	
* Last Name: Groth	_____	
Suffix: _____	_____	
Title: _____	_____	
Organizational Affiliation: _____		
* Telephone Number: 6318497562	Fax Number: 6318497585	_____
* Email: agroth@rockypoint.k12.ny.us		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

*** Title:**

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E

13. Competition Identification Number:

84-215E2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Rocky Point Elementary Schools Providing Effective Counseling Teams, (R.E.S.P.E.C.T)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant	NY-001
* b. Program/Project	NY-001
Attach an additional list of Program/Project Congressional Districts if needed.	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date:	10/01/2014
* b. End Date:	09/30/2017
18. Estimated Funding (\$):	
* a. Federal	380,539.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	380,539.00
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix:	Dr.
* First Name:	Michael
Middle Name:	F.
* Last Name:	Ring
Suffix:	
* Title:	Superintendent of Schools
* Telephone Number:	6318497561
Fax Number:	
* Email:	mring@rockypoint.k12.ny.us
* Signature of Authorized Representative:	
* Date Signed:	4/28/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

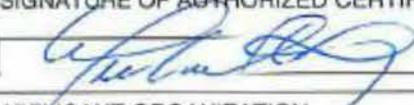
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. 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, 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 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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

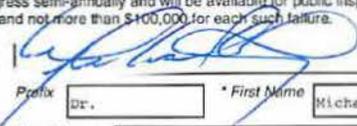
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Superintendent of Schools
APPLICANT ORGANIZATION Rocky Point Union Free School District #9	DATE SUBMITTED 4/25/14

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Rocky Point UFSD * Street 1: 90 Rocky Point-Yaphank Rd Street 2: _____ * City: Rocky Point State: NY: New York Zip: 11778 Congressional District, if known: 001		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name n/a _____ Middle Name _____ * Last Name n/a _____ Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature:  * Name: Prefix Dr. _____ * First Name Michael _____ Middle Name P. _____ * Last Name Ring _____ Suffix _____ Title: Superintendent Telephone No.: (631) 849-7502 Date: 4/25/14		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) 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 an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

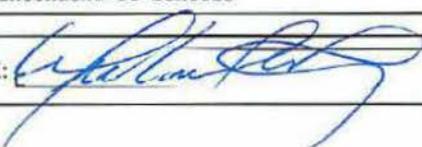
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any 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 commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION		
Rocky Point Union Free School District #9		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Dr.	* First Name: Michael	Middle Name: F.
* Last Name: Ring	Suffix:	
* Title: Superintendent of Schools		
* SIGNATURE: 	* DATE: 4/25/14	

Program Specific Assurances

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

As the duly authorized representative of the applicant, I certify that the applicant shall assure that:

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.



Signature of Authorized Certifying Official

Rocky Point Union Free School District
Applicant Organization

Superintendent
Title

April 28, 2014
Date Submitted



GRANTS FINANCE
Room 510W, Education Building
Tel. (518) 474-4815
Fax (518) 486-4899
E-mail: GRANTSWEB@MAIL.NYSED.GOV

July 2013

580209020000
Rocky Point Ufsd
90 Rocky Pt-Yaphank Rd
Rocky Point, NY 11778



Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2013-2014 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your school district are as follows:

RESTRICTED RATE: 2.6%

UNRESTRICTED RATE: 10.1%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a one-year period for 2013-2014. Using the data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2012, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing and Mailing
- A1620 Pro rata share of Operation of Plant
- A5530 Pro rata share of Garage Building
- A1621 Pro rata share of Maintenance of Plant
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

(OVER)

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE

ROCKY POINT UNION FREE SCHOOL DISTRICT ROCKY POINT ELEMENTARY SCHOOLS PROVIDING EFFECTIVE COUNSELING TEAMS (RESPECT)

	<i>Year One</i>	<i>Year Two</i>	<i>Year Three</i>
1. Personnel	\$101,877	\$104,934	\$108,081

a. Project Director - Dr. Deborah Deluca \$20,663 \$21,283 \$21,921
 The Project Director will have the responsibility of overseeing all project activities and conferring on an ongoing basis with the elementary School Counselors. Dr. Deluca will be responsible for ensuring that all timelines and activities are planned and conducted as per our implementation plan and the guidelines presented by the Department. She will support community outreach and co-chair the Advisory Council. Dr. Deluca will work **0.1 FTE** serving this project. She will also attend the OSHS National Conference and Project Director meetings as required by the project.

We have built in a 5% annual salary increase for each subsequent year of the project as per employment contract.

b. School Social Worker - TBA \$72,586 \$74,764 \$77,007
 The project will hire one (1) qualified full time **1.0 FTE** School Social Worker consistent with the Program Specific Assurance, RPUFSD posting requirements and the provisions of the application instructions and program narrative. The term "school social worker" means -- an individual who (a) holds a master's degree in social work from a program accredited by the Council on Social Work Education; and (b) is licensed or certified by the State in which services are provided; or (c) in the absence of such State licensure or certification, possesses a national credential or certification as a school social work specialist granted by an independent professional organization. The cost anticipates a candidate with a Masters + 60 credits and 5 years' experience in the RPUFSD salary schedule.

We have built in a 3% annual salary increase for each subsequent year of the project as per collective bargaining agreements.

c. Secretary/Clerical \$8,628 \$8,887 \$9,153
 This is the cost for one administrative secretary at an hourly rate of \$9.76. The secretary is anticipated to 17 hours per week for the full year to assist the Project Director and School Counselors, and Social Worker with secretarial and clerical support. The workload is the equivalent of a **.45 FTE**.

We have built in a 3% annual salary increase for each subsequent year of the project as per collective bargaining agreements.

2. Fringe **\$31,392** **\$32,441** **\$33,527**

- a. The Project Director’s fringe was computed in the following manner. Fixed rates are charged for health insurance (\$20,404) coverage. Fringe also includes payments to Health 20,404; FICA \$7851; FICAMED \$ 2,996; and Retirement (TRS/ERS) \$ 24,796

Year one salary= \$206,636 x .1 FTE = \$20,663

Year one fringe (.1x 20,404 Health=2,040) + (.1 x 7851 FICA=785) + (.1 x 2,996 FICA MED=299) + (.1 x 24,796 Ret. =2,480) = \$5,356 . . . Commensurate with salary fringe increases by 5% each year

- b. The Social Worker’s fringe was computed in the following manner. Fixed rates are charged for health insurance (\$17,344) coverage. Fringe also includes payments to FICA \$ 4,500, FICA MED \$ 1052; and (TRS) \$ 2,178

Year one salary= \$72,586 x 1 FTE = \$72,586

*Year one fringe= (Health= \$17,344) + (FICA= \$ 4,500) + (FICA MED= 1052) + (TRS Ret. =2,178) = \$25,074
Commensurate with salary fringe increases by 3% each year*

- c. The Secretary/Clerical’s fringe was computed in the following manner. Fringe includes payments to Retirement (TRS/ERS) \$302. Fringe also includes payments to FICA \$ 535, FICA MED \$ 125.

Year one salary= \$19003 x .45 FTE = \$8,628

*Year one fringe (\$8628 x ERS 3.5%) = \$302 + (\$535 FICA) + (\$125 FICA MED) = \$962
Commensurate with salary fringe increases by 3% each year*

3. Travel **\$5,970** **\$4,810** **\$4,810**

- a. Director’s Meeting (year 1 only) \$1,160 \$0 \$0
Total includes travel, room and board for project director to attend a first year Director’s Meeting in Washington D.C.

1 personnel x 2 days x \$300 room and board/day= \$ 600

1 personnel x 1 round trip air to Washington DC x \$ 450 per trip = \$ 450

1 personnel x 1 round trip ground transportation x 1 conferences x \$110= \$ 110

- b. National Conferences \$2,920 \$2,920 \$2,920
Total includes travel, room and board for project director and (1) other to attend an annual three-day National Conference in Washington D.C. each year of the project

2 personnel x 3 days x \$300 room and board = \$1,800
 2 personnel x 1 round trip air to Washington DC x \$ 450 per trip = \$900
 2 personnel x 1 round trip ground transportation x 1 conferences x \$110 = \$220

c. Local Travel	\$1,890	\$1,890	\$1,890
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Travel of three RPUFSD counseling staff in supporting linkages to community health service agencies, parents and parent groups, civic organizations, and other sectors of the community.

Calculated at 90 miles per week x 42 weeks x .50 per mile = \$ 1,890

4. Equipment	\$0	\$0	\$0
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None

5. Supplies	\$56,613	\$6,580	\$6,580
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a. Office Supplies	\$1,500	\$1,050	\$1,050
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These funds will support the startup of the office for three school mental health counseling staff at \$500/person in YR 1 and \$350/person in YRs 2 and 3. This will include paper, pencils, stapler, scissors, newsprint, easel, markers, thumb drives.

b. Three (3) Laptop Computers w/Printers (YR-1 Only)	\$3,750	\$0	\$0
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The laptops and printers will support newly hired counseling staff in carrying out their data collection and data management responsibilities, and assist them in meeting the day-to-day responsibilities in the classroom (making presentations), and to create documents for various sessions and meetings.

3 laptops for the counseling staff @ \$900 each + 3 printers @ \$350 each

c. (1) Cisco Meraki Wireless Router (YR-1 Only)	\$1,300	\$0	\$0
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This device is required to create a wireless access point for staff laptop computers to the building network, including student data, schedules/calendars, and shared documents. The building is not currently configured for wireless but the District will assume the cost of setting up and maintaining the network.

d. (3) Telephones (YR-1 Only)	\$750	\$0	\$0
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Phones will assist newly hired staff to be connected through the school's system of phone extensions and provide access to families, referring agencies, and service providers. The district will assign space and provide furnishings.

e.	Supportive Curricula (for 26 teachers + 4 project staff)	\$49,313	\$5,530	\$5,530
	<i>1. HealthSmart Curriculum (grades 4 & 5)</i>	\$16,500	\$380	\$380
	This curriculum will be purchased to integrate appropriate lesson plans into the school counselor curriculum. This curriculum was selected because it is aligned to the CDC-identified risk factors and comprehensive health standards and it satisfies some of the needed content criteria and competencies cited by the ASCA.			
	<i>1. (30) HealthSmart instructor starter kit (YR 1only) @ 549.99 each = \$16,500 and (500) student materials (YR2&3) @ .76 each = \$380</i>			
	<i>2. Why Try Curriculum</i>	\$17,950	\$4,750	\$4,750
	Selected curricula will be purchased to integrate appropriate lesson plans into the school counselor curriculum. This curriculum was selected because it is cited by the National Dropout Prevention Center with lessons that satisfy some of the needed content criteria and competencies cited by the ASCA.			
	<i>2. (30) Why Try complete set (YR 1only) @ 535.00 each = \$16,050 and (200) student materials (YR 1) @ \$9.50 = \$1900 and (500) student materials (YR2&3) @ 9.50 each = \$4,750</i>			
	<i>3. Too Good For Drugs Curriculum</i>	\$3,299	\$400	\$400
	Selected curricula will be purchased to integrate appropriate lesson plans into the school counselor curriculum. This curriculum was selected because it is a SAMHSA evidence-based program with lessons that satisfy some of the content criteria and competencies cited by the ASCA.			
	<i>3. (30) TGFD Grade 4 or 5 Kit (YR 1only) @ 109.95 each = \$3,299 and (500) student workbooks @.80 each = \$400</i>			
	<i>4. Second Step Curriculum (grades 4 & 5)</i>	\$10,170	\$0	\$0
	Selected curricula will be purchased to integrate appropriate lesson plans into the school counselor curriculum. This curriculum was selected because it is a SAMHSA evidence-based program with lessons that satisfy some of the content criteria and competencies cited by the ASCA.			
	<i>4. (30) Second Step manuals (YR 1only) @ \$339. each = \$10,170 including reproducible student materials</i>			
	<i>5. Peaceful Bus Program</i>	\$1,394	\$0	\$0
	This includes materials to implement the Peaceful Bus Program with our school counselors and 8 bus route leaders. The program is a nationally known model for increasing capacity to address conduct on school buses and reducing disciplinary referrals			
	<i>5. (10) Peaceful Bus Leader manuals (YR 1only) @ \$119. each = \$1,190 including reproducible student materials 1 Comprehensive Manual @ 204.00</i>			

6. Contractual	\$164,800	\$168,800	\$172,800
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a. North Shore Youth Council (School Counselors)	\$ 118,000	\$122,000	\$126,000
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NSYC will supply (2) qualified full time **1.0 FTE** Elementary School Counselors consistent with the Program Specific Assurance, RPUFSD posting requirements and the provisions of the application instructions and program narrative. The term `school counselor' means an individual who has documented competence in counseling children and adolescents in a school setting and who—(A) is licensed by the State or certified by an independent professional regulatory authority; (B) in the absence of such State licensure or certification, possesses national certification in school counseling or a specialty of counseling granted by an independent professional organization; or (C) holds a minimum of a master's degree in school counseling from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs or the equivalent. Counselors will spend 80% of their time in direct service to students, families and staff distributed across a range of service components that include but are not limited to school-wide educative and preventive interventions, small group and targeted individual interventions, crisis response, consultation with parents, teachers and other educators, advocacy within schools and with community partners, and professional development and training of school staff in areas of concern to the school system at a first year annual cost of \$59,000.

b. Peer Mediation Consultant-TBA	\$ 7,200	\$7,200	\$7,200
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These fees will support up to six days of onsite consultation professional development and training each year to strengthen the implementation and maintenance of a Peer Mediation program for grades 4 and 5. The fee of \$1200/day is inclusive of consultant fee and travel and will involve orientation and training for all staff, annual training for staff advisors and peer mediators, provision of training materials and protocols for program operation and evaluation

c. Teacher Professional Development Consultants -TBA	\$ 16,800	\$16,800	\$16,800
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These fees will support consultants to provide professional development to teachers and other school staff on topics related to supporting student mental health and addressing issues of concern. Professional development consultant fees are capped at \$1200/day

- | | | | |
|--|---------|---------|---------|
| 1. Classroom Management/PBIS (4 days) | \$4,800 | \$4,800 | \$4,800 |
| 2. Bullying/Cyberbullying (4 days) | \$4,800 | \$4,800 | \$4,800 |
| 3. Identification of Student Need (4 days) | \$4,800 | \$4,800 | \$4,800 |
| 4. Dealing w Peer Pressure (2 days) | \$2,400 | \$2,400 | \$2,400 |

d. "Peaceful Bus" Consultant	\$18,000	\$18,000	\$18,000
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These fees will support 15 days of consultation and training for bus personnel to aid in supporting discipline on the bus and identification of problem behaviors. This will also include bus route planning and training to involve project staff, teachers, parents, bus drivers, and students. Professional development consultant fees are capped at \$1200/day

e. Parent Training Consultants	\$4,800	\$4,800	\$4,800
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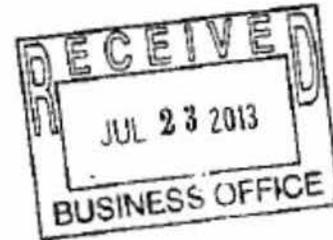
11. Training Stipends	\$0	\$0	\$0
12. Total Costs	\$ 380,539	\$ 336,227	\$ 344,570

This represents the funds requested for each year of the project and includes the total amount of all annual direct and indirect costs.



GRANTS FINANCE
Room 510W, Education Building
Tel. (518) 474-4815
Fax (518) 486-4899
E-mail: GRANTSWEB@MAIL.NYSED.GOV

July 2013



580209020000
Rocky Point Ufsd
90 Rocky Pt-Yaphank Rd
Rocky Point, NY 11778

Dear Chief Administrative Officer:

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The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

(OVER)



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

GRANTS FINANCE
 Room 510W, Education Building
 Tel. (518) 474-4815
 Fax (518) 486-4899
 E-mail: GRANTSWEB@MAIL.NYSED.GOV

April 2009

580209020000
 Rocky Point Ufsd
 170 Rt 25A
 Rocky Point, NY 11778-8401

Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2009-2010 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your school district are as follows:

RESTRICTED RATE: 3.2% UNRESTRICTED RATE: 11.3%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a one-year period for 2009-2010. Using the data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2008, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing and Mailing
- A1620 Pro rata share of Operation of Plant
- A5530 Pro rata share of Garage Building
- A1621 Pro rata share of Maintenance of Plant
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

(OVER)

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Rocky Point Union Free School District #9

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	101,877.00	104,934.00	108,081.00			314,892.00
2. Fringe Benefits	31,392.00	32,441.00	33,527.00			97,360.00
3. Travel	5,970.00	4,810.00	4,810.00			15,590.00
4. Equipment						
5. Supplies	56,613.00	6,580.00	6,580.00			69,773.00
6. Contractual	164,800.00	168,800.00	172,800.00			506,400.00
7. Construction						
8. Other	12,600.00	12,600.00	12,600.00			37,800.00
9. Total Direct Costs (lines 1-8)	373,252.00	330,165.00	338,398.00			1,041,815.00
10. Indirect Costs*	7,287.00	6,062.00	6,172.00			19,521.00
11. Training Stipends						
12. Total Costs (lines 9-11)	380,539.00	336,227.00	344,570.00			1,061,336.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Rocky Point Union Free School District #9	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00					0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00					0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Dr.	First Name: Deborah	Middle Name:	Last Name: De Luca	Suffix:
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Address:

Street1:	90 Rocky Point-Yaphank Rd
Street2:	
City:	Rocky Point
County:	
State:	NY: New York
Zip Code:	11778
Country:	USA: UNITED STATES

Phone Number (give area code) 6318497568	Fax Number (give area code)
---	-----------------------------

Email Address:
ddeluca@rockypoint.k12.ny.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?
 Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?
 Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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