

WEST PARK ELEMENTARY SCHOOL (0755)

Submitted by: brooksc@msd281.org at 4/23/2018 10:29:20 AM

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Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
William Marineau	Principal	<input type="checkbox"/>
Carrie Brooks	Federal Programs Director	<input type="checkbox"/>
Kara Ardern	Title 1 Teacher	<input type="checkbox"/>
Debby Wyatt	Paraprofessional	<input type="checkbox"/>
Toni Claus	Parent	<input type="checkbox"/>
Terilyn Summers	Classroom teacher	<input type="checkbox"/>

Needs Assessment

School Leadership Team	West Park has a leadership team that consists of certified teachers, classified staff, and administration. The team is co-chaired by the principal and a classroom teacher. The team meets one to two times per month. Topics are developed strategically based on building needs. This Title I application came from a needs assessment from the building leadership team. The principal and team leader are also part of the district leadership team ensuring communication between both teams. The leadership team reviews parent, staff and student surveys and creates SMART goals based on survey results. The goals are communicated with all stakeholders. Goal outcomes are measured by assessment data or project mastery.
School and Community	West Park Elementary School is a primary (K-2) school that currently serves over 200 students. This elementary school is adjacent to the University of Idaho campus and 7 miles from Washington State University, allowing our student body a number of unique opportunities. Our student body is rich in cultural, economic, and religious diversity with students representing countries from around the world. Our current percentage of students on a free and reduced meal plan is 52% . West Park Elementary implements a full RtI model to meet the needs of all students. Data is gathered and analyzed by the school team to appropriately place students in appropriate core subject groupings.

Academic Achievement	<p>Current compiled IRI longitudinal data shows West Park Elementary has made great progress in the area of reading. In the fall of 2016 50% of kindergarten students scored at or above benchmark on the IRI. In the spring of 2017 90% of kindergarten students scored at or above benchmark on the IRI. This shows 40% growth from the fall to the spring. In the fall of 2016 51.5% of first graders scored at or above grade level benchmark on the IRI. In the spring of 2017 72% of students scored at or above grade level benchmark. This is a growth rate of 21%. For second grade, in the fall of 2016, 61.4% of students were at or above grade level benchmark in the area of reading. In the spring of 2017 69.5% of students were at or above benchmark in the are of reading, with improved growth of 8.10%. Overall, West Park has been leading the district elementary schools in the percentage of growth from fall to spring on the IRI since 2013 and also has the highest percentage of children on the Free and Reduced Lunch Program.</p>
Student Learning Needs	<p>All students at West Park Elementary School are given math and reading assessment screeners in the fall, winter, and spring. Based on these screeners, at-risk students are given diagnostic assessments to identify causes for deficits. The school team meets three times a year to discuss appropriate placement (intervention to gifted and talented) for every student at the school. In addition, the school RtI team meets weekly to discuss student progress and programming of individual Tier III students.</p>
Core Curriculum	<p>The Language Arts core curriculum being implemented is Wonders Literacy Program. This program was adopted district wide in 2015 and is being used in all (K-2) grades at West Park Elementary as the main literacy program. This program is research based, data driven, and involves systematic instruction. The program is taught with fidelity as monitored by the administration.</p> <p>The core math program being implemented Eureka! math. This program is being taught with fidelity in all (K-2) grades at West Park Elementary as monitored by the administration.</p>
Core Instruction	<p>Three times a year, teachers and administrators meet as a team to review assessment data. The team makes decisions about each student's instruction plan based on their performance on assessment tasks and feedback from the teachers and students. The team uses the IRI, Core phonics and sight word fluency assessments from Aims Web, The Star test from Renaissance Place as well as student work. Students are grouped in flexible homogeneous intervention groups. In the classroom, teachers use many different types of formative assessment to determine instruction needs. In classrooms, students are grouped in a variety of ways depending on their needs for specific lessons and activities. All students are in the classroom for core instruction time.</p>

	<p>This gives them the opportunity to meet proficient and advanced academic achievement levels. Students are progress monitored frequently to ensure that instruction meets their most current academic needs.</p>
Alignment of teaching and Learning	<p>The grade level teams at West Park work together to plan instructional activities. They use the same District approved curriculum across all grade levels and subjects. They work together with their district wide teams to align learning targets and student outcomes. The Moscow School District is committed to collaboration. We have an early release day built into the master schedule.</p>
Universal Screening	<p>All students are screened to identify individual learning needs in all grades (K-2) at West Park Elementary School. These screeners are administered three times a year (Fall, Winter, and Spring). West Park Elementary uses two to three measurements (summarized below) for each grade level in the areas of reading and math.</p> <p>Reading Screeners by grade level. Kindergarten- Letter naming fluency, letter sound fluency, kindergarten screener assessment. Students scoring lower than the 50th percentile are referred for further diagnostic assessments.</p> <p>First grade- letter sound fluency, R-CBM fluency, and Star Reading. Students scoring below the 50th percentile are referred for further diagnostic assessments. Second grade- R-CBM fluency and Star Reading fluency. Students scoring below the 50th percentile are referred for further diagnostic assessments.</p> <p>Mathematics screeners by grade level. Kindergarten- Relate objects to numbers, 2 & 3 dimensional shapes as assessed by the kindergarten screener assessment. First grade- AIMSeb-test of early numberacy, missing number measure, and M-Comp. Second grade- M-Comp and MCAP.</p> <p>All of the above assessment data is put into a classroom spreadsheet and shared with the school RtI team. The school team reviews the data, talks with the classroom teacher to gain additional insight, and a plan is created to meet individual student needs. Students scoring below the 50th percentile on the above assessments are given additional diagnostic assessments and recommendations on students placement and programming are made based on all of the data collected as well as team discussions. After students are placed in appropriate groups and an intervention plan has been created, the plan is documented within Mileposts and shared with parents. The RtI team designates school staff to follow up with progress monitoring (every 2 weeks) and each plan is reviewed every 6-8 weeks, or sooner, if needed.</p>
Tiered Instruction and Academic Interventions	<p>Academic interventions are provided in the area of reading. West Park Elementary has two main reading intervention programs. The first is targeted assisted Title I reading and</p>

the second is the literacy initiative program that we call 'reading rangers.' Students receiving Title I services, generally receive 30 minutes of additional reading support instruction 5 days a week. Students receiving reading rangers services, generally receive 30 minutes of additional reading support instruction 5 days a week. Both programs use a 'pull out' model and groups vary in size from 1-5 students in each group. Title I reading uses the intervention companion 'Wonderworks' to the Wonders reading curriculum. All reading intervention is outside of the student's regular core reading instruction. Reading ranger instructors use the program 'Read Well'. The Title I interventions are implemented by the certified Title I teacher and one paraprofessional. The reading ranger interventions are implemented by two instructional paraprofessionals, but the program is overseen by the Title I teacher. All students in both Tier II programs are progress monitored bi-monthly using AIMS Web (Kinder- LNF/LSF, 1st grade- R-CBM, 2nd grade- R-CBM) and the data is analyzed by the school RtI team and classroom teachers every 4-6 weeks. Title I staff along with classroom teachers administer the progress monitoring probes. The school RtI team decides (with classroom teacher input) if any instructional changes or intervention changes need to be made. At this time, we do not have any formal math intervention groups for students.

Learning Time

We have attached a copy of the school schedule. Reading interventions are provided outside of core instructional times. Students in reading intervention programs are pulled out of the classroom outside of the Core reading block.

The gifted and talented teacher provides a combination of push in and pull out services. Each week, the Extended Learning facilitator teaches a 20-30 minute lesson focusing on a higher-level thinking skill in each of the 9 classrooms. After a 2-3 week cycle, a small group of students is pulled out for a 30 minute small group challenge for the next 2-3 weeks (depending upon the grade level). These small groups are determined by observational/behavioral checklists of the lessons as well as student work samples. Currently, six of the first grade students are participating in an extended learning reading group using the Jr. Great Books curriculum. This group meets for 30 minutes twice a week and was determined by the school-wide and classroom-based reading assessments. Students who are formally enrolled in the Extended Learning program receive a minimum of 60 minutes of direct services per week. Additional activities are coordinated between the classroom teacher and extended learning facilitator. These students are referred by their parents or teacher and are given intellectual and academic testing. They must reach the 95%ile on one these assessments, or a combination of 92%ile on both assessments.

Non-Academic Student Needs	<p>West Park has a half time counselor that does push in lessons with all students as well as counsels with students individually. A school psychologist is available to assist with the creation of IEPs and 504 plans. The Moscow School District has a mentoring program called Bear Buddies that matches volunteer mentors with referred students. West Park has a full-time special education teacher as well as a full-time Title I teacher and Title I paraprofessional.</p>
Well-rounded Education	<p>At West Park Elementary, children receive instruction in all core subjects of reading, language arts, writing, mathematics, social studies, and science. West Park students attend a physical education class, a music class and a S.T.E.A.M class outside their regular classroom. West Park is located on the University of Idaho campus and students benefit from many enriching and educational opportunities as a result.</p>
Additional Opportunities For Learning	<p>West Park is an elementary school serving students in grades K-2. This question is not applicable to children in ages K-2.</p>
School Transitions	<p>Incoming kindergarteners are screened in a variety of areas in the spring prior to enrollment. Incoming students are screened in literacy, mathematics, speech and language, and hearing and vision. Students and families also have an opportunity to meet with a kindergarten teacher to discuss strategies to help the student to successfully transition to Kindergarten. Families are given a take home kit that includes materials to complete early literacy and early math skill practice. In addition, all elementary school families have the opportunity to meet the teacher and drop off school supplies a day prior to the first day of school. Kindergarten families are also encouraged to attend "Kindergarten orientation" on this evening.</p>
Professional Development	<p>West Park elementary has developed grade level professional learning communities, and most of their certified staff have had the opportunity to attend national PLC training conferences. Teachers are working with their grade level teams across the district to create curriculum maps, common formative and summative assessments and instruction plans. These plans are horizontally and vertically aligned. Collaboration time is built into the master schedule, with all staff given paid time to collaborate on Friday afternoons during contract hours. There are a variety of ways that teachers can access professional development opportunities. The district provides professional development directly relating to the work teachers are doing in Mastery Education, the district has funds that teachers can apply for to attend professional development opportunities of their choosing, and the local teachers association has provided professional development for certified staff as well as</p>

	<p>specific professional development for paraprofessionals. Paraprofessionals are also encouraged to participate in any and all professional development activities that certified staff are invited to attend, and their participation is welcomed. School leaders participate fully in professional development activities, working in groups with teachers, providing guidance and clarification and helping with technical and facility issues. West Park does not have instructional coaches - one of the roles of the school principal is to serve as the instructional leader. Professional development decisions are made by the curriculum director at the district level. She uses feed back from administrators, grade level team committees and individual teachers. Professional development that is presented at the district level is followed through at the school level. For example, teachers at West Park participated in professional development in the area of writing competency statements and learning targets, and now use and refine those competency statement and learning targets at the school level. This type of work impacts students daily. Educators must sign in at professional development activities both in the morning and in the afternoon. This year the English language learner teacher provided a series of workshops to any interested staff member.</p>
Family and Community Engagement	<p>Parent communication and community involvement is an important goal at West Park. Teachers send home a weekly folder filled with important parent information. The Moscow School District also uses a school wide messaging system that can call parents when needed. West Park maintains a school website and an active Facebook page. Teachers have conferences with parents twice a year. West Park encourages parent involvement in others ways including; hosting literacy activities at the school, holding Title I family nights, fundraisers and game and movie nights. The leadership team reviews the plan annually and sets communication SMART goals that align with district communication goals.</p>
Recruitment and Retention of Effective Teachers	<p>West Park is proud to have a staff that is 100% certified staff that all meet Highly Qualified status. We work closely with our local Teacher Education program and have numerous practicum students, volunteers and teacher interns working in our school. The best and brightest are recruited to full-time employment whenever possible. The Moscow School District has worked hard to maintain a competitive pay scale and benefit package which draws teachers from surrounding areas.</p>
Coordination and Integration With Other Programs	<p>The Title I teacher works closely with classroom teachers and literacy initiative paraprofessionals to determine student placement, programming and schedules. The literacy initiative program coordinates its program with classroom</p>

teachers and the Title I program so that instruction is not duplicated.

Plan Components

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
West Park needs a plan that includes math intervention that targets specific learning objectives and skills.	Our SMART goal is: Every student at West Park will be assessed using formative assessments specific to math learning targets being taught in the classroom. These assessments will be given for each learning outcome. Teachers will use this assessment data to determine placement for intervention to best meet individual student needs.	<input type="checkbox"/>
West Park needs a plan that includes more core instruction time for writing, as well as writing interventions that target specific writing objectives and skills.	Our SMART goal is: Every student at West Park will receive uninterrupted core writing instruction time. Every student at West Park will be assessed using formative assessments specific to writing learning targets being taught in the classroom. These assessments will be given for each learning outcome. Teachers will use this assessment data to determine placement for intervention to best meet individual student needs.	<input type="checkbox"/>
West Park needs to continue its intervention plan for reading.	Our SMART goal is: Every student at West Park will be assessed using formative assessments specific to reading learning targets being taught in the classroom. These assessments will be given for each learning outcome. Teachers will use this assessment data to determine placement for intervention to best meet individual student needs.	<input type="checkbox"/>

2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Instruction will be differentiated according to individual students learning needs as identified by formative assessments and teacher input. Students will receive instruction in a variety of ways including small group instruction and one-on-one instruction. This model will include targeted assistance for students performing below grade level as well as students performing above grade level.	Strong Evidence ▼	Research shows that some students learn best in small group settings or when working one-on-one with a teacher that best understands his or her individual learning needs. Research also shows that student growth scores improve when instruction is targeted to address	<input type="checkbox"/>

		identified needs of students.
Instruction tools include research based curriculum that is district and state approved. All Moscow School District curriculum materials are aligned with the common core and state standards.	Strong Evidence ▼	All curriculum materials adopted by the state and district are evaluated and analyzed to ensure that they meet evidence based criteria standards.
Students will reflect on their own learning, and chart their own progress toward mastering concepts and skills. They will be taught to self-assess and evaluate their own progress toward mastery.	Strong Evidence ▼	Current research is finding that students are empowered when given the opportunity to evaluate their own growth and achievement.

3. Identify the resources needed to implement the above Intervention Strategies.

West Park needs math intervention resources, including intervention curriculum, to successfully differentiated group instruction. West Park also needs a specific writing curriculum that meets the needs of young learners. West Park also needs funding for additional personnel, specifically for math interventions.

4. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://msd281.org/westpark/wp-content/blogs.dir/8/files/sites/8/2011/12/SWIP.pdf>

5. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness.

Discussion Topics
The SWIP plan will be monitored in the following ways; individual progress monitoring, PLC team input, and leadership team input. Data teams, which include classroom teachers, Special Education, Title I, Gifted and Talented, the school administrator, and the school counselor, meet three times a year to evaluate the effectiveness of the SWIP plan, instructional outcomes and student growth.

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

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

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: brooksc@msd281.org at 4/23/2018 10:29:20 AM