

Note: All tabs must be activated before they will print

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
Dee Fredrickson	Principal	<input type="checkbox"/>
Pam Doramus	Guidance Counselor	<input type="checkbox"/>
Terri Smith	Teacher	<input type="checkbox"/>
Lindsay Anthony	Title 1 Coordinator	<input type="checkbox"/>
Susan Weber	parent	<input type="checkbox"/>

Needs Assessment

<p>School Leadership Team</p>	<p>Principal chairs the team, group decision, weekly, NA, agendas are created by the group. Formative and summative student data through MAP, AIMS, and RTI feedback used for decision making the team members include administrator, teachers, special ed rep., . Evidence based decisions are made through continuous assessing and progress monitoring. The MVDS takes a shared approach to communicating with the stakeholders.</p> <p>Critical to the improvement process of Meadows Valley School District is our leadership team. This team is chaired by our district principal. Representatives are included from the elementary school, secondary school, guidance counselor, special education, federal programs, and community members. Decisions are made as a group. Representatives serve as the voice and advocates for their teachers, students, parents, and community members. Decisions are considered with this input and made as a collective group. Each representative holds regular meetings to get feedback and issues to bring back to the district leadership team.</p> <p>The district leadership team meets weekly. The agendas are set prior, based on</p>
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feedback from representatives. Notes from the meeting are shared to all staff members via google drive. This aids in transparency with teachers and other stakeholders. Representatives share back with their teams. This is a shared approach to communicating to with stakeholders.

Guiding the decision making of the leadership team is data. Specifically data from MAP and IRI (now Istation) benchmarks and corresponding progress monitoring. This allows the leadership team to dissect and analyze cohorts of students. Students emotional, physical, and academic needs are discussed, and plans are made with the most highly qualified individual in that area.

School and Community

MVSD free and reduced lunch numbers are 67% . We are a bedroom community for the city of McCall with mainly service industry workers. We have frequent staff turnover in administration and staff. We have historic poverty and unemployment trends in MS. MV has tried to engage community stakeholders

Meadows Valley School district currently services a population that has 67% of its members living at or below the poverty line. We are considered a bedroom community for the tourist economy of McCall. Several of our parents work waitressing or house cleaning jobs. There is an active forest service station, as well as some agriculture in the form of cattle and timber. Historically, with these forms of enterprise come periods of 'boom and bust'. For example, low cattle prices or the process mill closing or laying off employees. Additionally, our district has a historically high rate of turnover in staff, administration, and board members. A staff member who has been with the district for six years has taken on the role of principal. This person has specific insight into what our district has been through the past several years, history with the district, and is ready to take action and do what is best for kids and the community.

The district has made other efforts to address these issues. All staff members have been trained on how to seek and values personal relationships with students and parents. This relationship allows for conversations about what students need to achieve academically and socially. After concerns and needs have been discussed with students, parents, administration,- and when applicable the guidance counselor and homeless liaison-services, school supplies, and any extra social or academic support is coordinated.

Academic Achievement

MV uses MAP testing, IRI, and ISAT data to show academic achievement, but we are not identified for comprehensive support and improvement. Math is a

	<p>weakness. Personalized learning is our strength.</p> <p>Meadows Valley uses several forms of data to analyze academic achievement. Meadows Valley currently utilizes the NWEA MAP Assessment to benchmark students K-12 in the fall, winter and spring. Identified students grades 4-12 are than progressed monitored using the MAP Skills which demonstrates which standards and skills students have mastered. Students grades K-3, take the IRI (now Istation) and have previously been monitored with AIMS. This year, the district will be utilizing the state provided Istation for monthly progress monitoring. Meadows Valley also utilizes ISAT data. This data suggest that math is a weakness in our district.</p>
Student Learning Needs	<p>We are using MAP testing K-11 to identify gaps and weaknesses of instruction, and strands needed for targeted intervention.</p> <p>In 2015, our district became a member of the Idaho Mastery Education Network. We are one of the cohort schools that follows a mastery approach to education. This approach, in addition to our MAP, ISAT, and IRI data, identified gaps in student learning and achievement. In 2017-2018 our district began a root cause analysis. Using MAP, IRI, and ISAT we look at all individual students and chart which standards they have mastered, demonstrated with through summative assessment, and which they are still struggling with. In grades K-8, this data was then used to design interventions for these students to help fill in academic gaps. These interventions were done with a highly qualified professional.</p>
Core Curriculum	<p>Summit, Wonders, Everyday Math, Freckle which are all thoroughly research based are used. Fidelity is monitored through progress monitoring and frequent observations.</p> <p>At Meadows Valley Elementary, grades K-5, the core ELA curriculum is Wonders Reading by McGraw-Hill. Meadows Valley Elementary utilizes Everyday Math, also published by McGraw Hill, for the core math curriculum. Additionally, in 2017 the elementary school adopted Lucida Calkins writing curriculum. Secondary teachers are Meadows Valley utilize the curriculum and learning platform provided by Summit Learning. This platform gives teachers and administrators the ability to view individual student progress in real time to monitor mastery of standards and essential skills.</p> <p>Teachers are required to submit a scope and sequence and assessment</p>

	<p>schedule to administration. Administration monitors with walkthroughs, frequent observation, and student progress monitoring data.</p>
<p>Core Instruction</p>	<p>Using personalized learning teachers adapt instruction to meet individual student need. Teachers use diagnostic assessments and observations to determine need. Students are grouped in needs-based groups for instruction. All students are given individualized instruction with equal access to advanced learning opportunities.</p> <p>As a member of the Idaho Mastery Education Network, it is a belief and priority at Meadows Valley to ensure that all students are demonstrating mastery of essential standards and skills. At the elementary school level, teachers utilize time devoted to intervention to help build skills that enable struggling students to access and succeed with grade level curriculum, as well as enrichment for high achieving students. At the secondary level, this time takes place during specifically scheduled intervention periods and daily scheduled Personalized Learning Time.</p>
<p>Alignment of teaching and Learning</p>	<p>Teachers have developed competencies and progressions for each grade level and core content areas. Teachers collaborate together monthly to align instruction for consistent learning experiences for all students. All collaboration is across multi-level grades because we have single or combined grade level classes.</p> <p>The physical size of Meadows Valley offers unique opportunities for collaboration. We are a K-12 building with about 12 classrooms. Teachers collaborate informally during their lunches, which are scheduled together, or their preps, which are also all scheduled at the same time. It is not uncommon for the shop class to be working with kindergarteners, or for seniors to come and work on reading fluency with the younger grades; or the english teacher to approach the reading specialist about core skill reading interventions. In addition to this informal time, teachers have specified collaboration time monthly. Learning progressions and essential standards are set for reading and math K-12.</p> <p>Teachers worked in Professional Learning Communities to develop essential standard and competencies for each grade level in Math and English Language Arts. At the secondary level, essential standards were also created for science and social studies. These are discussed with students and parents.</p> <p>Due to the alignment of standards and collaboration amongst teachers, our students receive a consistent learning experience. Grades K-5, students are delivered their instruction via Wonders and Everyday Math. In grades 6-12,</p>

teachers collaborate often to create cross curricular projects for combined grade levels. These teachers also rely on Summit Learning to help articulate teaching and learning across grade levels.

Universal Screening

Students are all screened to identify those at risk. Kindergarten students are screened with the DIAL. ELL students are screened as required by the state. MAP screening tests are used to identify students at risk in ELA and MATH. Information of at-risk students is reviewed by the RTI team and decisions are communicated to parents and teachers.

All students, K-12, are screened to identify who needs additional support. This process begins in kindergarten. All kindergarten students are screen with the DIAL. MAP screening tests and benchmarks are also used to identify students at risk in math and ELA, and specially what those academic gaps are. All of these are evidence based programs. The MAP provides a form of a cut score, to see which students are demonstrating capabilities to perform at grade level math, notably to succeed with high school math.

ELL students are screened as required by the State Department of Education. Additionally, all ELL students also participate in the MAP testing. This gives additional data to our ELL teachers and Federal Programs team, on how to best assist these students to ensure academic growth is being made.

Our counselor works with teachers to help identify students who are socially at risk. Interventions for these students include one-on-one time with the counselor, as well as peer group lunches for students who may be experiencing similar life changing situations or social struggles. This allows for students to connect with a trusted adult and peers.

Universal screeners are reviewed by the Response to Intervention team. This team consist of a member from the elementary school, secondary school, Title One teacher, Special Education teacher, counselor, and principal. The information is documented with agendas, with levels of discretion paid to confidential information. Any necessary information is shared with the leadership team via, a member who is involved in both teams or the principal. Teachers and administrators work together to notify parents of decisions made. Students who are identified are monitored bi-weekly.

Tiered Instruction and Academic Interventions

Academic interventions are provided both in reading and math. These

interventions are provided two or four days a week for twenty to twenty-five minute increments. They are created in collaboration between the Intervention teacher and the classroom teacher. Teachers analyze benchmark and diagnostic data to create and utilize district research based intervention curriculums. Teacher and Intervention teacher meet every six weeks to discuss progress monitoring data and students ability to access core instruction, and discuss changes to intervention if needed. These interventions are pull out for the lower tiered students.. The groups are 6 or less. In reading, programs such as Read Naturally, SIPPS, Imagine Learning, and Skills Navigator are used. For math, interventions are created after analyzing skills identified by the MAP data.

We offer native language when needed to communicate more effectively.

Explicit instruction is used to model correct phonemic production, fluency, or math strategies. The interventions are provided by a certified teacher. Some services are provided by highly qualified paraprofessionals. All paraprofessionals have bachelor degrees and are monitored by the Special Education teacher and other members of the RTI team.

Learning Time

Our school follows a five day schedule. The school day is from 8:00 am to 3:00 pm, with a forty minute lunch. Secondary students follow an A/B schedule. Interventions are included K-12 on the master schedule, specifically for students whose SAT, ISAT, MAP or IRI data show the need for extra support and skill acquisition.

Due to our membership in the Idaho Mastery Education Network, also included in our master schedule is Personalized Learning Time. During this time, students work with either their advisor or content specialist teacher on core knowledge skills, following the Summit platform. Students who are struggling with the curriculum have the opportunity to work with the most highly qualified professional in that subject, while students who are high achieving have the opportunity to work at their own pace through grade level curriculum with the support of content experts. This has been successful. We have several students who are working at higher grade level core content areas and demonstrating mastery of these skills. For example, a tenth grade student who worked their way through the tenth grade curriculum in order to begin the next years curriculum and plans to graduate one year early. Other students are given the opportunity to take dual credit classes. A total of 50% of a students time is devoted to personalized instruction. Summer school gives students an opportunity to

	<p>complete unfinished work when needed for either one or two weeks. Students also participate in job shadowing and internships to enrich their learning experience.</p> <p>Elementary students have the opportunity to participate in extended learning time, via summer school. There are three one week sessions from July to August. Students were determined eligible based on growth, their MAP data, or IRI.</p>
<p>Non-Academic Student Needs</p>	<p>All teachers have been trained to serve as one on one mentors for students grade K-12. Additionally, there is a daily schedule advisory time, at the elementary levels this may also be called morning circle. Teachers have received training for what this looks like in order to build personal relationships with students, which allows teachers to assess if their non academic needs are being supported. Should a need be identified, our school has a full time counselor. We also utilize local donations, a backpack feeding program via our local food bank, and free and reduced lunch to ensure that students are feed and clothed. Our school also has showers and a washing and drying machine, should students or parents need a place to shower and get clean clothes. Our teachers work with local health care professionals and clinics to receive additional care when needed and hygiene resources, including dental. The counselor connects students and their families with community resources to provide additional support.</p>
<p>Well-rounded Education</p>	<p>Meadows Valley provides a well rounded education for students by providing students interdisciplinary and thematic units. Staff members have been trained by the Teton Science school on how to make these units follow the philosophy of Place Based Education. This means more emphasis on local places and community connections via project based learning.</p> <p>Students also participate in STEM activities, such as building prototypes and a week long annual science field trip.</p> <p>in 2016, Meadows Valley purchased a 14 passenger van. All staff members have been trained to drive it. It is easily accessible. This van has enriched our students education experience because of its convenience and accessibility, teachers frequently take local field trips. For example, loading and watching helitack fire fighting operations, excursions into the local forest during all seasons, Discovery center in Boise, visiting fish hatcheries to watch the full life cycle of salmon, avalanche education, and cleaning up our local state park.</p>

Currently our junior high is working with local leaders to provide historical signs at Packer John's Cabin State Park. Students will participate in an interdisciplinary unit of english (writing the signs), history (what goes on the signs), construction and math (designing the signs and shelter).

Our school also houses our community garden. This has provided students with enrichment because they work with local master gardeners to learn about plants, growing environments, and have currently taken on the undertaking of making our school as 'green' as possible.

Additionally, Meadows Valley offers art, spanish, band, drama, green living, life skills, and additional foreign languages via IDLA. We also offer week long residencies for Missoula Children's Theatre and Show Brazil. This exposes children to plays and Brazilian culture and music.

Additional Opportunities For Learning

Meadows Valley wants to prepare students for whatever path they choose upon leaving our building and entering postsecondary education and the workforce. We begin our career education as young as full day kindergarten. This curriculum goes with the students until 8th grade. We acknowledge that this looks different for every student. The first step in this is getting students acquainted with post-secondary schooling options. This includes college and technical education programs. Our school counselor brings in college reps to meet with the senior class. Our students also participate in college campus visits, including several overnight trips. These visits also include technical schools and vary on student need, for example visiting a school of cosmetology. Additionally, we take students 9-12 to college and job fairs.

During their time a Meadows Valley, students have the option to earn college credits via dual-credit programs. We utilized our local teachers who have met the qualifications, as well as courses offered through IDLA. For those students who have determined they are not college bound, our district offers a construction CTE program.

Our senior project, also includes a mentorship component. Students work with local businesses owners and other professionals to give back to the community via in a creation that is summative of twenty hours of community service.

School Transitions

Meadows Valley acknowledges the lack of affordability of local preschools, in

McCall, to parents. To ensure all student have the opportunity to enter kindergarten on the 'same playing field', our district offer free preschool to all members of our community. To successfully transition these preschool students to kindergarten, our preschool follows the same core curriculum for ELA and math, i.e. Wonders and Everyday Math. There is also a kindergarten orientation day in the Spring, where preschoolers attend kindergarten for a couple hours, to get familiar with the teacher, classroom, etc. Our district coordinates to with Head Start to identify and provide services for all students who are identified. We work together to transition children and families form home based, to school based services, as soon as the child is 3 years of age.

For the elementary to junior high transition, our school offers a middle school orientation the last week of school.

To ease the transition from junior high to high school, students maintain the advisor they had in middle school. This advisor maintains the one-on-one weekly or biweekly mentoring. Students are also placed into intervention blocks, based on their MAP scores. This insures that they have the practice they need to succeed at grade level.

All of our PK-12th grade students attend school in the same building. This makes transitions between grades much easier for students, staff, and families.

Professional Development

Teachers are given opportunities to collaborate with their PLC (Work Group) monthly to reflect on instruction and recognize areas of success and areas in need of improvement. Using data from formative and summative classroom assessments, MAP benchmarks, IRI, progress monitoring, and observations, teachers are able to adjust instruction for groups as well as individual students. MV PLC's are a bit unique because we have singleton teachers. Our teachers often collaborate with other grade level teachers outside of our district. PD time is conducted monthly (weekly in 2017-2018) and all staff as well as student leaders are invited to attend. Teachers are required to attend and expectations for PD time is communicated through established norms, agenda, and projects assigned to practice PD activities. Professional Development activities are selected based on both student assessment data and teacher evaluations. These decisions are made during district leadership meetings with school administrators and leaders reviewing data, resources, and previous PD activities. As a part of all staff preservice PD participants complete EL, Sped, Homeless, ect... training. EL staff also attended an off campus EL training provided by SDE in early 2018. The principal records attendance for all in house PD.

<p>Family and Community Engagement</p>	<p>Currently, our district does not have a policy in place for family engagement. We acknowledge this as a weakness. Our Superintendent made a goal for increased participation at parent teacher conference. Last year, our leadership team hosted monthly Family Engagement Nights (FEN). During these nights, parents were showed how to access and use the newly implemented Summit curriculum. As well as students had the opportunity to demonstrate their learning and summative projects. We have recently had turn over in administration. What family engagement looks like is currently on the agenda for the first leadership team meeting, as well as our principal is working with our Board and Superintendent to put a policy in place.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>Currently, 100% of our full time core subject teachers meet the state requirements for highly qualified. We have three part time teachers who have been accepted to pursue alternative routes to authorization. Additionally, 78% of our teachers have Master's degrees. Meadows Valley relies on our small class sizes and recreational lifestyle to draw people to the region. To further recruitment, we also purchased teacher housing. Serving as a pilot school also provides opportunities for those teachers who want to be on the cutting edge of education and implement innovative teaching techniques and styles. Our district also offers 1200 dollars annually, for teachers to spend on increasing their level of professional education.</p>
<p>Coordination and Integration With Other Programs</p>	<p>The Title 1-A staff collaborate with class advisors and the school counselor to create common language and expectations for student to address violence prevention and discuss concerns that the group may have in relation to the students housing, nutrition, ect.</p> <p>Title 1 students participating in CTE courses are given addition support as needed to ensure that they have the same opportunity as their peers.</p>

Plan Components

1. 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. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs	
<p>Need Description:</p> <p>Meadows Valley Schools have recognized the need to reduce the amount of students in grades 3-8 that score below grade level on MAP</p>	<p>SMART Goal:</p> <p>Students scoring below basic on 2017-2018 ISATS in grades 3 - 8 will improve MAP scores by 5% on or before 2018-2019 spring</p> <p style="text-align: right;"><input type="checkbox"/> Remove</p>

assessments.

benchmark.

Evidence-Based Interventions: Discussion Topics

<p>Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p>	<p>Remove</p>
<p>Teachers, Title 1 teachers, and paras, will use MAP/iStation data to create individual plans for students who are below or above grade level. Intervention activities will be designed for small groups using SIPS, Read Naturally, and MAP skills. Students will also receive one on one instruction and support as identified by RTI/Instructional team. Title 1 coordinator will inform parents of students participation in intervention and inform them about progress and ways that the family can help support student success.</p>	<p>Strong Evidence</p>	<p>The instructional tools selected are recognized to be effective to build and enrich student skills and abilities when delivered with fidelity. Leaders will review results monthly and meet with staff to evaluate using data.</p>	<p>Leaders, Title 1 coordinator and RTI team will review results monthly and meet with staff to evaluate using data.</p>	<p><input type="checkbox"/></p>

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

Time allocated during students daily schedules, MAP skills, MAP assessment data, SIPS, and Read Naturally curriculum. Collaboration time with teachers and staff to communicate student progress or lack of progress. Communication to families providing instructional activities that students can complete at home.

3. 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.

<http://www.mvsd11.org/community/>

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

District Leaders, RTI team, and Title 1 coordinator will monitor plan upon completion of each MAP benchmark assessment term. Fall - Winter - Spring 2018-2019.

Upload 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: dfredrickson@mvsd11.org at 9/18/2018 5:36:44 PM