

PARADISE CREEK REGIONAL HIGH SCHOOL (0612)

Submitted by: brooksc@msd281.org at 9/2/2022 12:49:02 PM

*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 and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Brian Smith	Principal		<input type="checkbox"/>
Ruby Jackson	Title I/SPED		<input type="checkbox"/>
Matt Pollard	Teacher Math/Science		<input type="checkbox"/>
Kathy Baxter	Teacher English/History		<input type="checkbox"/>
Jenni Hightower	Counselor		<input type="checkbox"/>
James Rizzuto	Paraprofessional		<input type="checkbox"/>
Dennis Kachelmier	IBC		<input type="checkbox"/>
Lisa Nelson	IBC Literacy Coach		<input type="checkbox"/>
Carrie Brooks	District Curriculum Director		<input type="checkbox"/>
Denise Wetzel	Parent		<input type="checkbox"/>
Teri Dyer	Parent		<input type="checkbox"/>
Jennifer Bobier	Parent		<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>The PCRHS Building Leadership Team is comprised of the teaching team, administration, and community stakeholders (see membership list attached). The leadership team meets regularly throughout the school year to work on school improvement and district strategic goals. In 2020-2021 the PCRHS Building Leadership Team met several times with our Idaho Capacity Builder representative and directed accomplishments in multiple goal areas. Goals and topics were developed based on building and student needs. Goal outcomes were measured by assessment data, attendance data, student need surveys, and project mastery. (See attached document https://docs.google.com/document/d/12YW7NYtOZsMLtIDayRboY5kbTmnRTyhf9VCw8GmGz9I/edit)</p> <p>The PCR Building Leadership Team aligns school improvement goals with Moscow School District goals. Coordination and support from the district level is imperative and evident in the success of the students. The principal and building team leader are members of the District Leadership Team, ensuring accountability, coordination, and communication of goals and outcomes.</p>
School and Community	<p>PCRHS is an alternative High School that serves the needs of the at-risk student population of Latah County. The school serves over 40 students per year with the potential for up to 42 in attendance at any given time. The school is adjacent to the University of</p>

Idaho campus and is 7 miles from Washington State University; allowing the student body a number of unique learning opportunities. PCRHS 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 core subject groupings. This data includes transcript credits, initial entrance screeners, and Aimsweb screeners utilized three times per year. The community provides additional supports such as physical education experiences delivered from the U of I Physical Education Department as well as food science support from the U of I Eat Smart food science program.

PCRHS utilizes community supports to allow for more whole-school celebrations and community experiences such as the Palouse Clearwater Environmental Institute hosting the school-wide end-of-year celebration and multiple business donating to awards and incentives for reaching dedicated building attendance goals. In addition, monthly excursions are taken as a school in partnership with various community entities to expose students to unique opportunities and businesses within Moscow, ID.

Academic Achievement

Per the state report card, the 2019 four-year adjusted cohort graduation rate at PCRHS is 43.8%. This graduation rate is lower than the district graduation rate and the state graduation rate. This is a dramatic increase from the adjusted PCRHS graduation rate in 2016 of 27.8% and 13.3% in 2017. This 2019 graduation rate equated to the number of cohort members who earned a regular high school diploma through summer 2019 that were in grade 9 for the first time in fall 2015 or who transferred into this cohort. This does not include students who transferred out, emigrated, or died during the school years 2014-2015, 2015-2016, 2016-2017, and 2017-2018.

During the 2020-2021 school year, the number of students who scored within the 25th percentile and lower on the math concepts and applications universal screener dropped from 10% at the beginning of the school year to 5% by the end of the school year via the Aimsweb screener. That is a difference of 5% signaling a dramatic increase in students' mathematical concept and application skills due to specific instructional targets and additional instructional supports in the classroom.

During the 2020-2021 school year, 100% of PCR students were proficient on the Fall benchmark Aimsweb screener. In the Spring, 90% of the students were proficient on the Aimsweb benchmark. This data was influenced by a dramatic increase of enrollment in the Spring compared to the Fall making the comparison a difficult metric.

During the 2020-2021 school year, 100% of all attempted English credits were earned. This higher number is a result of instructional and social/emotional supports delivered during instruction as well as during support offerings such as before and after school and student access period.

For the 2020-2021 school year, 50% +1 of the students at Paradise Creek Regional High School will have scored 75% or greater on at least 2 of the end-of-course exams completed during the school year.

For the 2020-2021 school year, 65% of the students at PCRHS scored 75% or greater on at least 2 end-of-course exams. There were only 3 incidents of students not passing one course for the school year. This achievement of course credit during the pandemic is being celebrated school-wide.

The 2019 five-year adjusted cohort graduation rate at PCRHS is 76.9%. This is significantly lower than the district five-year adjusted graduation rate of 85% and the state five-year adjusted graduation rate of 82.8%. This graduation rate equates to the number of cohort members who earned a regular high school diploma through summer 2019 that were in grade 9 for the first time in fall 2014 or who transferred into this cohort. This does not include students who transferred out, emigrated, or died during the school years 2013-2014, 2014-2015, 2015-2016, 2016-2017, and

2017-2018.

82% of the students on track to graduate during the 2020-2021 school year successfully met graduation requirements. This includes 4-year and 5-year cohort students. This equates to two individual students not graduating as expected. One student un-enrolled Quarter 1 to pursue a GED. The second student was unable to complete one online course credit being taken with a full in-person class load. That student will complete the credit Fall 2021.

Student Learning Needs

Every student that attends PCRHS meets the State of Idaho guidelines for being at-risk of not completing high school. The learning needs of at-risk students can best be addressed with a small learning environment, effective RTI (Response to Intervention) practices, opportunities for teachers to individually know students strengths and areas of growth through the Individual Learning Plan process, developing trauma informed policies and practices and, perhaps most importantly, providing appropriate student-centered curriculum and learning environment. This was further emphasized during the 2020-2021 school year through efforts in distance learning opportunities for those who were quarantined or had to miss in-person instruction due to COVID exposure. Utilizing the LMS Canvas along with a hybrid case manager system to represent all students, each student was able to find success due to the constant contact and familiarity built with student relationships. During the 2020-2021 school year, PCRHS students were able to attend in-person 4 days a week with one day being a distance day utilizing the learning management system Canvas. Unfortunately, the illness screener forced many students to miss 10-14 days of school. In response, PCRHS utilized 360-degree cameras and Zoom to allow these students to participate synchronously at home.

Core Curriculum

Curriculum needs are based on the requirements for high school graduation. Idaho Common Core standards are the basis for learning outcomes. Textbooks are chosen by committees at the district level that is comprised of subject area teachers with a keen knowledge of the Idaho Common Core Standards at the high school level. Each subject area is on a six year rotation to ensure that curriculum resources are informationally relevant and current to best practices in teaching/learning. All Moscow School District curriculum materials are state approved and aligned with Idaho Common Core standards. In addition, courses such as integrated math allow for multiple math levels to be taught at the same time to allow for both more efficient differentiation with at-risk students as well as provide peer tutoring opportunities when available.

Core Instruction

Core instruction is provided in a relatively individualized package. Teachers design instruction using themes, projects, and topics of high student interest. Forensics, Entomology, and Academic Strategies are just a few of the unique classes offered each year at PCRHS. Staff works closely to monitor student progress and make accommodations for instruction when needed. In the classroom, teachers use many forms for formative assessment to determine instructional needs. Students in the classroom are often grouped based on instructional needs depending on the lesson/activity. All students are in the classroom during core instruction time, and are rarely pulled out of the classroom for RTI. Instead, the Special Education teacher and Aide provide push in services to all students in need of additional support and instruction to foster academic success. Students are progress monitored frequently using Aimsweb Plus to ensure that instruction meets their most current academic needs.

Under the distance learning model, all distance instruction is delivered through the LMS Canvas. Each student has a specific staff-based case manager that conducts personal check-ins throughout the week to ensure all supports needed are available. In addition, regular school-wide digital chat sessions are provided to continue school culture and celebration components.

Alignment of teaching and Learning

The Staff at Paradise Creek Regional High School have been continuously and actively involved in the school improvement process. During this time the school staff have used the tools available in the AdvanceEd accreditation site to strategically align annual improvements. In Spring 2020 the

	<p>school was granted accreditation on the five year cycle.</p> <p>Identified critical learning targets.</p> <p>Aligning the curriculum vertically and horizontally.</p> <p>Identify, align and pilot common assessments.</p> <p>If needed, students at PCRHS are given multiple attempts to demonstrate mastery of the material. If they do not, additional teaching is provided and they are reassessed. The PCRHS attendance Policy has been aligned to the Mastery Based Concept as well. If a student missed more than four days in a quarter, the student needs to earn 80% or greater in order to earn credit. This has been found to be very motivating and caused success. If 80% is not achieved, the student may also petition for the credit which requires an interview with all staff to explain the specific circumstances concerning the attendance and grades.</p>
Universal Screening	<p>New student interviews are conducted each quarter to allow potential students and staff opportunity to discuss goals and needs. The discussion includes deep conversation about what has not worked in the past causing the student to reflect on what worked and what didn't work, and what adjustments need to be made for future success. An emphasis is placed on facilitation of new behaviors that may help to foster that success. Additionally, during the initial screening, a placement screener for math and writing is given and scored. Teachers and staff then discuss how to best support each new student in the learning environment. Students scoring below the 50th percentile for M-CAP (math application) and writing who do not already have a 504 or IEP may be considered for special services. Those that do not qualify for special services still receive accommodations and support as needed. Progress for those students needing additional support is reviewed a minimum of each quarter. PCRHS has purchased the online screener Aimsweb Plus to ensure quick and efficient use of screener data. In addition, an Individual Learning Plan is developed and reviewed each quarter for all students. This plan includes screener results, social/emotional needs and data, go on goals in reference to post-secondary needs, and additional anecdotal data to best support each student within the school environment.</p>
Tiered Instruction and Academic Interventions	<p>RTI is discussed for every student at PCRHS on a weekly basis during staff meetings. Due to being school-wide Title I, the Title I instructor leads all RTI components school-wide. Student learning needs are identified and instruction is differentiated for each student through formative assessment and teacher input. This includes in-depth dissection of academic, social emotional, and post-secondary goal needs. Students receive instruction in a variety of ways including small group and one-on-one based on needs identified through this process. Student learning needs are considered when assigning activities and projects and choice for how to show mastery is often given allowing students ownership over their own learning.</p> <p>To further this support, the Title I teacher and teaching aide follow a strict support schedule to ensure their presence is available during core instruction. This included any digital/live class work conducted under the distance learning model. Students demonstrating high levels of need completed one-on-one digital meetings with the Title I teacher to help work through required work for core instruction.</p>
Learning Time	<p>PCRHS follows the same academic calendar as all schools in the Moscow School District. The school day starts at 9:45 a.m. and ends at 5:15 p.m., Monday through Thursday. On Friday the school day is from 9:45 a.m. and finishes at 2:15 p.m. This delayed schedule helps students for many individualized reasons such as getting the rest required after evening employment. Students attend four classes per day for one quarter to earn 4 high school credits, for a total of 16 credits per year. Students only have 4 classes at any one time. Extended class periods with 4 class/day help students focus and complete coursework with fewer distractions. Low student/teacher ratio gives students access to teachers during student learning time. PCRHS changes the schedule for directed learning time as needed to support student achievement and</p>

subject mastery. The current schedule allows for open study time with teachers every Friday to complete classwork, tests, and projects.

Non-Academic Student Needs

At-risk students generally have limited opportunities for enhanced learning outside of the school environment. Life skills are essential for the future success of these students. PCRHS takes great pride in offering multiple field learning experiences throughout the year to introduce students to what their community has to offer. In addition, students participate in healthy activities such as yoga instruction from a certified yoga instructor. Students have reported a reduction in their stress and an increased attention span in class after yoga practice. Workshops on life skills are also offered on a quarterly basis to increase healthy knowledge and practices. Family meetings allow for students and staff to connect and discuss challenges and successes as a family. PCRHS also participates in the Idaho Food Bank backpack food program; providing nutritious food to students with limited food resources. Access to a school nurse is provided for minor illness, consulting, and health screenings and students are given access to bath and laundry facilities when needed.

The University of Idaho Physical Education department has also conducted and completed an individualized P.E. curriculum which will be utilized regularly throughout the week. It includes lessons specific to life fitness skills.

PCRHS conducts Enforced Fun Days once a quarter in which all students and staff complete a service learning and community building project for the day. This includes environmental planning, snow science research, ropes courses, and athletic endeavors such as rock climbing. These opportunities expose students to new and engaging life activities all while building stronger school culture.

Well-rounded Education

All courses at PCRHS are taught by highly qualified, certified teachers. Class sizes are low, typically 10-15 students. Having fewer classes per day allows for direct instruction (equal to or greater minutes per state requirements) as well as time for students to do coursework at school under the tutelage of the teacher. Extended class minutes allows for labs, walking field trips, and other outdoor activities. Each quarter the school takes a thematic trip that includes semi-formal meals, outdoor challenge activities, team building, post-secondary campus visits, and many other family oriented adventures.

For the 2021-2022 school year, all digital learning will occur through the LMS Canvas. This LMS allows students quick access to support concerning specific core content standards as well as digital learning practice for future post-secondary opportunities.

Additional Opportunities For Learning

Successful completion of a Health course is a requirement for graduation. PCRHS also incorporates activities into the curriculum that focus on fitness and health such as gardening, cooking, and hiking. Activity courses can be taken at Moscow High School if desired. PCRHS offers courses in Health Occupations such as Certified Nursing Assistant, Pharmacy Technician, Nurses Station Aid and Medical Terminology. These are online courses with a practicum/internship component that are provided by the Region 2 Professional Technical Academy. PCRHS employs a half-time counselor that is available for personal, academic, and career counseling. Students also participate in corporate activities such as college visits, guest speakers, college entrance exams and career fairs that are scheduled throughout the year. In addition, students are afforded many additional learning opportunities that target health and life

skills such as cooking in the PCRHS school kitchen, access to laundry facilities, and challenging activities such as rock climbing. PCRHS is also lucky to have inherited a fleet of bicycles that students and staff use for transportation to and from learning activities. Students are responsible for not only keeping the bikes clean but also learning the basics of bicycle maintenance.

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School Transitions

PCRHS offers frequent discussions with students and parents at PCRHS about transition from high

	<p>school while assisting with transition plans. Students are given regular opportunities to meet with recruiters for both military and college, visit post-secondary campuses, participate in career exploration activities such as Idaho eCIS, learn about and complete FAFSAs, etc. Students also attend the MHS career fair each year to learn about local job and college opportunities. They complete mock job interviews and a professional portfolio in preparation for the career fair and are taught to dress professionally. A grant from the Hope Center allows students to shop for professional clothes in the center's thrift store. Through senior projects, students are given opportunities to meet and work with employers in their desired field while reflecting on their experience and building on their skills. Many students work a part-time job while attending PCRHS and are building a resume while finishing high school.</p>
Professional Development	<p>PCRHS teachers have multiple opportunities to participate in professional development both in the school and through the district. All of the teachers at PCRHS have had an opportunity to attend national PLC training conferences during the 2017-2018 school year. This has led to weekly staff collaboration time to align curriculum vertically and horizontally with other schools and other topics. While collaboration happens each week at the school level, each staff member at PCRHS is also a member of a PLC at another school within the district; working closely with colleagues to meet district goals of supporting student achievement. In addition to collaboration and PLC conferences, staff attempt to attend the Idaho Youth Prevention Conference and other state and local conferences throughout the year to increase knowledge of best practices while making a point to return with the intent to share and implement those practices in the classroom.</p> <p>In addition, the district behavior consultant was brought in to survey and begin conducting specific PD focused on development of social emotional skills. This was coupled by campus tours of other alternative sites to garner and analyze best practices being used throughout the region.</p> <p>For the 2021-2022 school year, professional development focus is social emotional learning, secondary RTI models, and the aligning of standards as met by specific needs within secondary IEP accommodations and goals.</p>
Family and Community Engagement	<p>With regards to family engagement, PCRHS has traditionally had a back to school barbeque at the beginning of the year that is well attended. With the infusion of Title 1 Money, PCRHS has increased the number of family meetings to one each quarter. For the 2020-2021 school year, these included the Back to School BBQ and Success event and our socially distanced graduation with a family reception. Due to less restrictions connected to COVID, quarterly in-person family events will occur throughout the 2021-2022 school year including a FAFSA training night, family game night to teacher inter-personal family skills, and a student-prepared Thanksgiving luncheon to name a few.</p> <p>Parents and community are kept informed through the school and district websites, a Facebook page (updated weekly), notes home, progress reports, weekly principal emails, phone calls, and informational flyers. Community engagement is an important aspect of PCRHS. Students are engaged throughout the year in volunteer projects with local agencies (such as PCEI) and PCRHS has adopted a section of the Latah Trail to keep clean. Students are connected with mentors for Senior Project. Volunteers routinely spend time in the classrooms as well as inviting students and staff into the community. Finally, students participate in quarterly field learning experiences where local activities and learning opportunities are introduced to students. Community among the students and staff is also emphasized at PCRHS. An environment of respect and professionalism is expected and students are held to a higher standard in which school community is of utmost importance. Students at PCRHS are given chores to help them buy-in to the "family" unit in a way that gives back to the school. This mutual respect is a key aspect of preparing</p>

students for life as an adult, where being a responsible and respectful citizen is essential for future success.

Recruitment and Retention of Effective Teachers

PCRHS is proud to have a staff that is 100% certified in multiple areas. Direct instruction is provided by highly qualified teachers in the classroom following approved district/state curriculum. PCRHS staff consists of one part time principal, three full time teachers, one part time counselor/registrar, and one full time classroom aide/secretary. With a small staff, everyone is able to be an active and respected member of the team while sharing ideas in a collaborative manner. Evening social events are planned throughout the year and outdoor activities such as mountain biking allow for staff to enjoy each other on a personal level. Staff regularly professionally text and call one another about student concerns/needs and take time to support each other in a professionally caring way as well as regularly taking advantage of humorous opportunities. The Moscow School District works to maintain a competitive hiring market.

Coordination and Integration With Other Programs

PCRHS coordinates its class schedule with Moscow High School for credit accumulation/recovery. This allows for multiple MHS students to attend PCRHS for 4th period; allowing students to make up credit for on time graduation and in some cases even graduate early. In addition to serving Moscow students, PCRHS is also an option for students in the greater Latah County. PCRHS students have access to online courses in the field of Health Professions through the Region 2 Professional Technical Academy in addition to a variety of IDLA or credit generating courses. Finally, programs like Eat Smart Idaho and the University of Idaho Department of Curriculum and Instruction provide programming and support for PCRHS. The Title 1 Teacher works closely with classroom teachers and counselor to determine student placement, programming/intervention, and schedules.

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. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should acc outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:
1	PCRHS did not meet the goal of a 67% 4-year graduation rate over three consecutive years. The most current 2021 four year cohort graduation rate is 41.2% as reported by the state report card.	For the 2022-2023 school year, PCRHS strive to graduate 75% of the current cohort.

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe the intervention will be monitored, evaluate effectiveness
1-1	Instruction will be differentiated according to individual student's learning needs as identified by	Strong Evidence <input type="text"/>	https://files.eric.ed.gov/fulltext/EJ854351.pdf 940 Differentiated instruction: A research basis DIFFERENTIATED INSTRUCTION: RESPONDING TO THE NEEDS OF DIFFERENT LEARNERS Tomlinson (2005), a leading expert in this field, defines differentiated instruction as a philosophy	Student (reporting lessons p assessments results, v staff mee

formative assessments and teacher input. Students will receive instruction in a variety of ways including small group instruction and one-on-one instruction. These can be conducted via Zoom when working under a distance learning model. This model will include targeted assistance for students performing below grade level as well as students performing above grade level. Under a mastery-based learning approach, students will be provided multiple pathways to demonstrate mastery of required course standards. The LMS Canvas will be used to ensure all distance learning is conducted within a robust and easy-to-use system.

of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. A chief objective of differentiated instruction is to take full advantage of every student's ability to learn (Tomlinson, 2001a, 2001c, 2004c, 2005). In addition, she points out that differentiating can be performed in a variety of ways, and if teachers are willing to use this philosophy in their classrooms, they opt for a more effective practice that responds to the needs of diverse learners (Tomlinson, 2000a, 2005). Tomlinson (2000) maintains that differentiation is not just an instructional strategy, nor is it a recipe for teaching, rather it is an innovative way of thinking about teaching and learning. To differentiate instruction is to acknowledge various student backgrounds, readiness levels, languages, interests and learning profiles (Hall, 2002). Differentiated instruction sees the learning experience as social and collaborative, the responsibility of what happens in the classroom is first to the teacher, but also to the learner (Tomlinson, 2004c). Building on this definition, Mulroy and Eddinger (2003) add that differentiated instruction emerged within the context of increasingly diverse student populations. Within the learning environment permitted by the differentiated instruction model, teachers, support staff and professionals collaborate to create an optimal learning experience for students (Mulroy and Eddinger, 2003). Also in this environment, each student is valued for his or her unique strengths, while being offered opportunities to demonstrate skills through a variety of assessment techniques (Mulroy and Eddinger, 2003; Tomlinson, 2001a; Tomlinson and Kalbfleisch, 1998; Tuttle, 2000). This working definition of differentiated instruction reflects Vygotsky's socio-cultural theory, the main tenet of which lies in the social, interactional relationship between teacher and student. Tomlinson (2004c) points out that the teacher is the professional in the classroom, an individual who has been suitably trained to mentor and lead his or her wards, using appropriate techniques, assisting each learner to reach his or her potential within the learning context. Teachers are legally and ethically bound to be the expert leading the child to full development (Lawrence-Brown, 2004; Tomlinson, 2004c). The learners, in responding to the teacher's prompting, seek to be independent and self-sufficient, striving for greater awareness of

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their skills, abilities and ideas, taking increasing responsibility for their lives and their learning (Lawrence-Brown, 2004; Tomlinson, 2004c). The relationship between student and teacher is clearly reciprocal, the responsibility for development becoming a shared endeavour (Tomlinson, 2004c). In addition, the difficulty of skills taught should be slightly in advance of the child's current level of mastery, linking with the Vygotsky's zone of proximal development. Differentiated instruction presents an effective means to address learner variance (Tomlinson, 2000a, 2001a, 2003), avoids the pitfalls of the one-size-fits-all curriculum (McBride, 2004), incorporates current research into the workings of the human brain (Tomlinson, 2001c; Tomlinson and Kalbfleisch, 1998; Tuttle, 2000) while supporting the multiple intelligences and varying learning styles (Lawrence-Brown, 2004; Tuttle, 2000) within contemporary classrooms. It provides a crucial platform for all teachers of inclusive classrooms, to create opportunities for success for all students (Tomlinson, 2000a). The differentiated classroom balances learning needs common to all students, with more specific needs tagged to individual learners (Tomlinson, 2001a). Differentiation can liberate students from labels, offering students individual opportunities to perform at their best (Tomlinson, 2003). Differentiation forces teachers to shift their thinking from completing the curriculum, and compels them to move closer to catering to individual student needs (Tomlinson, 1999, 2000a). It allows the teacher to focus on the same key principles for all students, however the instructional Subban 941 process, the pace and rate toward understanding these concepts varies (McAdamis, 2001; Tuttle, 2000). There are provisions for every child to learn as quickly and as deeply as possible (Tuttle, 2000). Teachers opting for differentiation find that they can use time and resources flexibly and creatively, assisting to create an atmosphere of collaboration in the classroom (Tuttle, 2000). Hess (1999) reports that as an added bonus, differentiation can be an engaging experience for teachers as it involves a different kind of energy compared to direct instruction.

1- Instructional tools
2 include research-based curriculum that

Strong Evidence ▼

<https://www.winginstitute.org/effective-base-instruction-evidence-curriculum>
An effective curriculum is designed to facilitate the acquisition of

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is district and state approved. All Moscow School District curriculum materials are aligned with the common core and state standards. These materials are utilized within a mastery-based learning approach in which students are afforded multiple pathways and opportunities to demonstrate mastery within a given course.

skills and knowledge that align with standards, that is, what students need to learn. Curriculum is how the lesson is planned, designed, and constructed to address standards. Instruction is the way the curriculum is delivered to students. Curriculum ranges from lessons developed by teachers to professionally published textbooks. An evidence-based curriculum consists of practices that have been vetted through rigorous research. The curriculum should be selected after a thorough assessment to ensure that the following criteria have been met: it aligns with standards; research of sufficient quality and quantity is available; levels of competency are defined; high rates of responding are embedded; opportunities for providing feedback for correct answers is addressed; corrective feedback and remediation are designated; scope and sequencing that lead to increasing levels of difficulty are spelled out; mastery-based instruction is required; and formative assessment is specified. In the end, for maximum effectiveness, lessons need to be linked to "big ideas," those core concepts, principles, theories, and processes that provide meaning and context to instruction.

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Need Description:

PCRHS did not meet the goal of a 67% 5-year graduation rate over three consecutive years. The 2021 5-year cohort graduation rate was 77.8%.

SMART Goal:

For the 2022-2023 school year, PCRHS will still graduate 75% of the current five year cohort.

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please Include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe the intervention will be monitored, evaluated, and effective
2-1	Provide professional development opportunities for the staff to further develop and refine their trauma informed instruction skills for working with At-Risk students. This includes utilizing MANDT training as well as district behavior interventionist support. A further emphasis will be placed on providing these types of support within a distance learning model. Note that topics such as digital branding and engagement will be an area	Strong Evidence 	https://7mindsets.com/professional-development-for-teachers/ 1. Grow individuals vs. teaching subjects I remember an old basketball commercial where Charles Barkley claimed he was not a role model. He seemingly did not take his responsibility seriously. The sad fact is that he was a role model, just not a very good one. We are role models (whether we like it or not), and everything we do leaves a fingerprint on the students we teach. Teachers can and should have a positive impact far beyond simply teaching the required curriculum. Great teachers take this seriously and are constantly seeking ways to reach their students and develop non-cognitive skills such as self-esteem and self-advocacy. All educators can benefit from	Training attendan documenter workshop attended conducted during collabora time, and weekly s meeting agendas addressi specific t needs.

of focus concerning the adopted LMS.

developing new skills and techniques that foster a growth mindset in students and provide a foundation not just for success in school, but happiness in life.

Professional Development for Teachers

2. Be the guide by the side, not the sage on the stage

The great teachers I've seen are real and genuine. They know how to be a little vulnerable and human with their students. By sharing openly and honestly and by being creative and goofy, they enable their students to do the same and get the most out of their time in the classroom.

I think vulnerability training could be a powerful force in our school system. Brené Brown once said, "When we are vulnerable, we are beautiful." The development of such techniques and execution of some strategies in this area could really transform our classrooms by opening up the hearts and minds of our students.

3. Build community vs. managing a classroom

More than ever, our students are detached at school. In fact, a recent study showed that 40% of students are chronically disengaged.

The antidote to disengagement is connection. By building a sense of community in the classroom, teachers can make classes into rich and emotionally rewarding environments where all their students can thrive.

There are many techniques that great teachers use to foster a safe and nurturing environment. These strategies and techniques should be taught and shared in every classroom throughout the country. It will benefit each and every student in your class by creating an environment where more students can thrive.

4. Perform therapy vs. discipline

One of the great lessons I got from the late Steven Covey, author of *The 7 Habits of Highly Effective People*, was to seek first to understand, and then to be understood. As a parent, I have learned that I am much more effective when I ask questions of my children versus simply giving commands.

For example, when my son is critical of his sister, I feel I get a much better result when I ask him why he said what he said. Through a time-tested Socratic method, I am able to build a much better understanding, allow my child to feel

respected, but also take the most informed action to benefit him in the long run.

5. Facilitate a process vs. teach curriculum

A few years ago, I took a stand-up comedy class. At the end of the class, we actually had to perform live on stage for four minutes. Trust me when I tell you that I was paralyzed with fear. Our instructor had one rule: "If you get the crowd to laugh, never interrupt the laughter with the next joke." Laughter is the gold of comedy, and by interrupting it, you're actually training your audience not to laugh. The instructor said he would pull us off the stage if any of us did this.

Like laughter in comedy, student discussion and sharing is the foremost goal we educators should seek, as it is critical to helping our students manage through the stresses and social challenges they face at school and at home. This dialogue is precious and central to any social emotional program.

As teachers, we are taught to teach. But we need to learn to become facilitators, and to participate in the process of growth with our students. Numerous new programs are about facilitating open-ended discussion rather than skills mastery. We should embrace this by incorporating the specific tactics and skills into our arsenals to become good facilitators of sharing and discussion. Both educators and students will benefit tremendously from our doing so.

I believe education is the most important profession in our society. When we positively impact the life of a child, we make the world a better place forever. Every educator I know got into this field for the purpose of helping young people.

Unfortunately, with compliance and administrative pressures, many teachers are struggling just to stay caught up, and most are missing out on the gold of teaching – that feeling of impacting their students.

Social emotional teaching skills can foster environments in which better connections are made and relationships are solidified. This critical professional development for teachers will allow them to shine and experience the wonderful sense of gratification they deserve for all the work they do.

2- Embed student success strategies throughout the curricula and further reinforce said strategies with the

Moderate Evidence ▼

<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

A number of strategies from Hattie's Studies point out that skills such as note taking and highlighting may have an effect size of .5. Other studying skills, such as

Number enrolled students academic strategies

class Academic Strategies. For example, note taking methods, test taking skills, lists and priorities, studying and reviewing skills, organization and planning (e.g. calendar/planner,) and self-efficacy.

summarization and effort come in at an effect size of .79 and .77 respectively.

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2- Annual Idaho State
3- Prevention & Support
Conference attendance and participation by three staff at PCRHS. The intended focus will be on social emotional supports within the school setting. This will still occur even if the conference is online.

Strong Evidence ▼

<https://casel.org/promoting-social-and-emotional-learning-guidelines-for-educators/>

Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development. It includes self-awareness, control of impulsivity, working cooperatively, and caring about oneself and others. Social and emotional learning is the process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence. In Emotional Intelligence, Daniel Goleman (1995) provides much evidence for social and emotional intelligence as the complex and multifaceted ability to be effective in all the critical domains of life, including school. But Goleman also does us the favor of stating the key point simply: "It's a different way of being smart."

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Need Description:

Student attendance is a critical factor to student success in school. The average daily attendance rate for the 2021-2022 school year was 85%. This can be improved through a continuance of our attendance support practices.

SMART Goal:

For the 2022-2023 school year, PCRHS will maintain an average student attendance rate or greater for the entire school year.

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe the intervention will be monitor and evaluate for effectiveness
3-1	Weekly review of attendance concerns during staff meeting followed by targeted student	Strong Evidence ▼	https://www.educationdive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/ While it may seem like common sense that students have to be in school to learn, chronic absenteeism persists in K-12 schools, impacting as many as 7.5 million children a year.	Average attendar rate, rec absence types, rr with

conferences with administration and school counselor to identify and resolve attendance obstacles. Attendance data tracking will also be used to identify leading causes of absences. This data will be used to target interventions addressing specific concerns such as student needs, transportation, etc.

Students who are chronically absent — meaning they miss 10 percent or more of the school year — are at serious risk of falling behind in school. While chronic absenteeism rates are highest in high school, the problem occurs at every grade level. In the early grades, poor attendance can delay social and emotional learning. It can also prevent children from reaching key milestones such as reading at grade level by the end of 3rd grade, which is a powerful predictor for future academic success. In fact, chronic absenteeism is a primary cause of low academic achievement at every grade level, and it a strong indicator of which students are at a higher risk for dropping out.

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Tracking of daily and weekly school-wide attendance as an incentive tool. School-wide rewards when 80% daily attendance has been met for five cumulative days. Incentives will be tied to individual student attendance goals as well with shout out cards, rewards, and extra praise from all staff.

Strong Evidence ▼

<https://www.attendanceworks.org/resources/messaging/incentives/>
Incentives and contests take advantage of the fact that students often respond better to concrete rewards and peer pressure than they do to lectures from parents and teachers.

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3-3 Quarterly team-building excursions will be planned to promote positive teacher/student relationships

Moderate Evidence ▼

<https://www.tandfonline.com/doi/abs/10.1080/01609513.2014.1001939?journalCode=wswg20>
This research talks about the "Invisible Classroom" where the "interpersonal connections create the contextual environment in which learning occurs".

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2. Identify the resource inequities which are barriers to improving student outcomes.

Paradise Creek Regional High School needs to identify, purchase, and train staff on all potential digital learning frontiers to promote both learning and student engagement. The LMS Canvas has been purchased, but the pedagogy of digital learning needs further exploration. Additional training concerning severe social/emotional needs at the secondary level is needed to best accommodate the various at-risk factors presented by students on a daily basis, both in-person and through the distance learning model.

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.

https://pcrhs.msd281.org/UserFiles/Servers/Server_200419/File/About%20PCRHS/PCRHS%20SWIP%20Improvement%20Plan

4. 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 student progress monitoring through universal screeners, leadership team input, dedicated survey results, measured credit completion, and student attendance. The building leadership team, which includes classroom teachers, the special education teacher, the Title I teacher, the school administrator, and the school counselor meet multiple times throughout the year to evaluate the effectiveness of the SWIP plan including instructional outcomes and student growth. Frequent monitoring of earned credit and student attendance will be driving factors in measuring the success of the implemented strategies and goals. These components are reviewed weekly during staff meetings under the RTI discussion section. In addition, survey data collected from students, staff/faculty, and parents will drive the effectiveness of several measures connected to communicating and supporting individual student needs. Effectiveness of targeted professional development will be measured not only through the success of measures mentioned earlier, but also through survey data in reference to building capacity and targeting specific needs. As effectiveness of the SWIP is measured, changes can be made in real time due to the frequency of staff/leadership team meetings in which the analyzing of success data has a cemented place within all agendas.

Annual Budget

Allocation for 2021-2022	\$39,095
Carry-over from previous year as of 9/30/2021	\$0
Total Allocation	\$39,095

Obj.Code	Description	2021-2022
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Amount: \$0 Description:

200	Employee Benefits	Amount: <input type="text" value="\$0"/> Description:
300	Purchased Services (non travel)	Amount: <input type="text" value="\$0"/> Description:
380	Travel Expense	Amount: <input type="text" value="\$13,778"/> Description: <p>A team of 6 from PCRHS will travel to the Innovative Schools Summit December 1-4 located in San Antonio, TX. This is the leading PD addressing unique school structures best fit to support at-risk youth. https://innovativeschoolssummit.com/san-antonio/ This includes Innovative Teaching Strategies Conference, At-Risk & Struggling Students Conference, and School Discipline Conference.</p> <p>Flight - \$4,508 (\$751/person) Hotel - \$3,600 (4 rooms) Registration - \$3,270 (\$595/person minus \$50/person group rate) Per Diem \$2,400 (\$80/day x 5 days)</p>
400	Supplies & Materials	Amount: <input type="text" value="\$25,317"/> Description: <p>The following materials are needed to be able to host more family engagement and student engagement opportunities as parent involvement and home support are still a leading factor in derailing graduation status for students.</p> <p>\$1500 Mounted bench for front of building to allow for social sitting and gatherings with families. \$200 Outdoor umbrella for bench above. \$775 Portable JBL sound system to host larger family events. \$68 Speaker Stands \$150 Wireless Microphones \$50 Boom Mic Stand \$229 Student learning supplies including calculators, binders, notebooks, and writing tools. \$300 Pop Up Logo Banner for family engagement events \$500 Custom positive school culture student kits \$200 Furniture for outdoor classroom learning space \$250 Custom laptop backpacks for all students being the school is 1:1</p> <p>\$2000 Storage/Shelving to store extracurricular equipment for new mentor and after school engagement programs linked to Upward Bound</p> <p>\$6100 - Science lab tables to allow for proper hands-on biology, entomology, chemistry, and forensics labs during instruction. These</p>

		<p>tables allow for higher level and scientifically-accurate lab experiences.</p> <p>\$5000 - Epson Brightlink Interactive projectors allowing for hands-on and digital manipulation of projected content in math, science, English, and history.</p> <p>\$200 - Epson Projector Wall Mount - Required for projector</p> <p>\$1500 - Magnetic whiteboards to allow for full use of the Brightlink Projectors</p> <p>\$6295 - Course supplies including lab materials for biology and entomology, English materials for journalism course and studied texts, course materials for Academic Strategies class including cooking materials for cooking class, art supplies for art class, and bike materials to supplement ned for school-wide bike fleet utilized for travel to local waterways for science samples.</p>
500	Capital Objects	<p>Amount:</p> <p><input type="text" value="\$0"/></p> <p>Description:</p>
	Budget Total	<input type="text" value="\$39,095"/>

Upload Files

Files

- [PCRHS 2021_2022 Master Schedule.pdf](#)

- [ISAT](#)
- [Graduation Rate](#)
- [Student Engagement Survey](#)
- [College/Career Readiness](#)

Science

2020-2021

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	0.0
State	0.0 %	0.0 %	0.0 %	0.0
District	0.0 %	0.0 %	0.0 %	0.0

2018-2019

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	50.0 %	25.0 %	25.0
State	29.4 %	30.2 %	21.8 %	18.6
District	46.7 %	27.5 %	12.8 %	13.0

Math

2020-2021

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	0.0
State	18.1 %	22.2 %	28.2 %	31.5
District	21.6 %	25.6 %	28.9 %	23.9

2018-2019

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	0.0
State	21.2 %	24.0 %	27.6 %	27.3
District	32.5 %	24.9 %	24.5 %	18.1

ELA

2020-2021

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	0.0
State	21.9 %	32.6 %	23.5 %	22.1
District	30.7 %	36.3 %	19.1 %	13.9

2018-2019

	Advanced	Proficient	Basic	Below Basic
School	0.0 %	0.0 %	0.0 %	0.0
State	22.5 %	33.0 %	22.7 %	21.7
District	31.8 %	37.2 %	18.0 %	12.9

2019-2020

	Four-Year Graduation Rate
School	75.0
District	87.4
State	82.1

2018-2019

	Four-Year Graduation Rate
School	43.8
District	82.9
State	80.7

2017-2018

	Four-Year Graduation Rate	
School		75.0
District		83.6
State		80.6

2020-2021

	Overall Student Engagement	
School		28.3
District		43.0
State		45.7

2018-2019

	Overall Student Engagement	
School		57.1
District		50.4
State		52.6

2020-2021

	Participation in College and Career Readiness Courses	
School		90.0
District		98.9
State		81.5

2019-2020

	Participation in College and Career Readiness Courses	
School		100.0
District		99.5
State		85.9

2018-2019

	Participation in College and Career Readiness Courses	
School		100.0
District		99.5
State		88.6

*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 (c) (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 9/2/2022 12:49:02 PM

