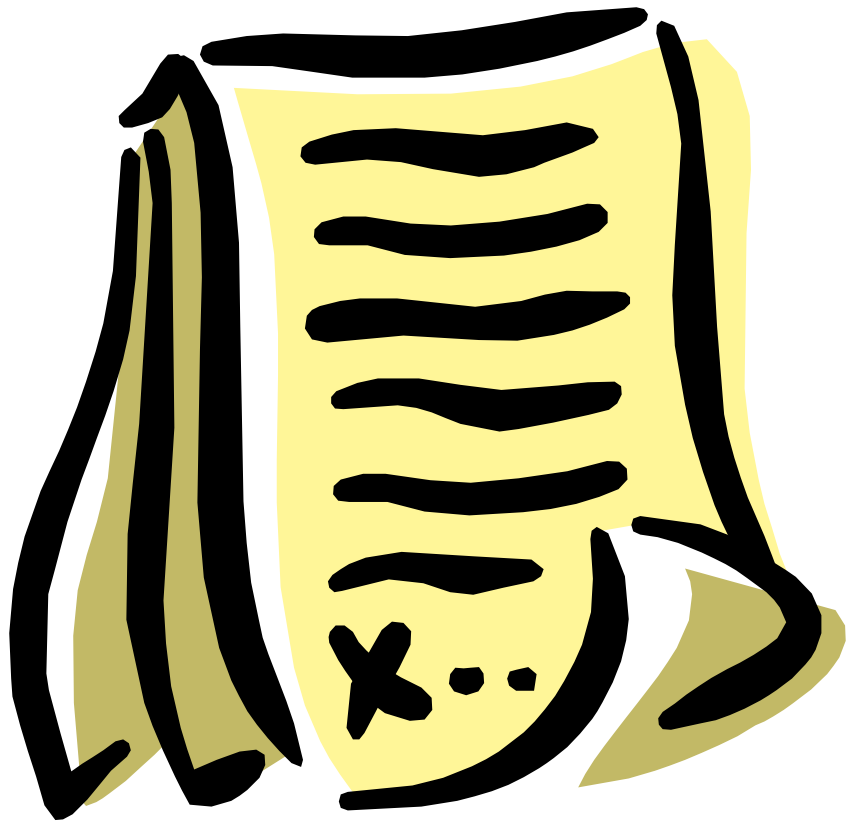


Part IX



Master Plan Certifications and Assurances

**FIVE-YEAR COMPREHENSIVE
BRIDGE TO EXCELLENCE MASTER PLAN (2003 – 2008)
SIGNATURE PAGE**

<p>Name and Address of Local School System:</p> <p>Worcester County Public Schools</p> <p>6270 Worcester Highway</p> <p>Newark, MD 21841</p>	<p>2. Contact Person for Master Plan:</p> <p>Name: _____</p> <p>Title: _____</p> <p>Telephone: <u>410-632-2582</u></p> <p>Fax: <u>410-632-0364</u></p> <p>E-Mail: _____</p>
<p>6. Assurance Certification</p> <p>I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this Master Plan is correct and complete. The local school system will comply with all requirements under the Bridge to Excellence in Public Schools Act (Senate Bill 856) and all State laws and regulations. Through the general assurances in section 9306 of ESEA, the local school system agrees to comply with all requirements of the ESEA programs included in this master plan and other applicable federal statutes.</p> <p>By signing this Assurance Certification, the local school system certifies the following:</p> <p style="text-align: center;">A copy of the five-year comprehensive Bridge to Excellence Master Plan was submitted to local government at least 60 days prior to submitting the plan to the Maryland State Department of Education.</p> <p>1.1.1.1.2 The master plan was developed in consultation with teachers, principals, pupil services personnel, administrators, other program managers and staff, parents, and community members.</p> <p>1.1.1.1.3 Services to private school students and teachers <i>for the federal ESEA programs</i> included in the master plan have been developed and designed in consultation with private school officials.</p> <p>1.1.1.1.4 The master plan coordinates with other programs under ESEA, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, and, where appropriate, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.</p> <p>e. The following assurances and certifications covering ESEA programs have been filed with MSDE as part of this master plan:</p> <ul style="list-style-type: none"> • <u>Section 14306 and EDGAR</u>. The assurances in Section 9306(a) of ESEA and Section 76.104 of the U. S. Education Department General Administrative Regulations (EDGAR). • <u>ESEA Program Assurances</u>: Any assurances or certifications included in the statutes governing any program included in the master plan. • <u>Lobbying; debarment/suspension; drug-free workplace</u>. The three certifications in ED Form 80-0013, relating to lobbying, debarment/suspension, and drug free workplace. • <u>Section 9524 of ESEA</u>. The assurance that no policy of the local school system prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. 	
<p>2. To the best of my knowledge and belief, all data are true and correct. The local school system will comply with the assurances and certifications provided in the <i>Bridge to Excellence Master Plan Guidelines</i>.</p>	
<p>a. Printed Name and Title of Authorized Local School System Representative</p> <p>_____</p>	<p>b. Telephone: _____</p> <p>Fax: _____</p> <p>E-Mail: _____</p>
<p>c. Signature of Authorized Representative:</p> <p>_____</p>	<p>d. Date: _____</p>

**FIVE-YEAR COMPREHENSIVE
BRIDGE TO EXCELLENCE MASTER PLAN
(2003 - 2008)**

General Assurances

By receiving funds for the federal and State programs included in the five-year comprehensive Bridge to Excellence Master Plan, I hereby agree, as the grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through grants under this master plan will operate in compliance with State and federal laws and regulations, including but not limited to the 1964 Civil Rights Act and amendments, and the Americans with Disabilities Act.
2. The Maryland State Department of Education may, as it deems necessary, supervise, evaluate, and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, failure of MSDE to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth at 34 CFR Part 76 & 80 and in applicable State law and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of progress reports.
5. Grantee shall retain all records of its financial transactions and accounts relating to each restricted program included in this master plan for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit by authorized representatives of MSDE.
6. For each restricted program, grantee must receive prior approval from the MSDE Program Manager before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
7. For each restricted program, grantee must receive prior approval from the MSDE Program Manager for any budgetary realignment of \$1,000 or 15% of object, program, or category of expenditure, whichever is greater. Grantee must support the request with reasons for the change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
8. For each restricted program, requests for grant extensions must be submitted at least 45 days prior to the end of the grant period.
9. Grantee shall repay any funds which have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the Federal and/or State government.
10. If the grantee fails to fulfill its obligation under the grant agreement properly and on time, or otherwise violates any provision of the grant, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE for any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due grantee.

I further certify that all of the facts, figures, and representations made with respect to this master plan, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

<p>_____</p> <p>Superintendent of Schools</p>	<p>_____</p> <p>Date</p>
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PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

OVERVIEW

In submitting the five-year *Bridge to Excellence Master Plan*, each local school system must provide an assurance that it will comply with all requirements of the ESEA programs included in the master plan, whether or not the program statute identifies the requirements as a description or assurance that the school system would address, absent the consolidated master plan, in a program-specific plan or application. Local school systems are required to maintain records of their compliance with all requirements of each ESEA program.

Section 9306 of ESEA requires each local school system to have on file with the Maryland State Department of Education a single set of assurances, applicable to each ESEA program included in the consolidated master plan. Through the General Statement of Assurances listed below, the local school system agrees to comply with all requirements of the ESEA and other applicable program statutes. Key requirements for each ESEA program are noted in the ESEA Program Specific Assurances. While all requirements are important, the list of program-specific requirements the local school system is assuring is not exhaustive. The local school system is accountable for meeting all program requirements. Additionally, the school system must file as part of the master plan U. S. Education Department Form 80-0013 -- “Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; And Drug-Free Workplace Requirements.”

The *Bridge to Excellence Master Plan Signature Page*, signed by the Local Superintendent of Schools or the Chief Executive Officer, certifies the local school system’s agreement to the following sets of assurances and cross-cutting certifications:

GENERAL AND CROSS-CUTTING ASSURANCES

Description: Section 9306 of ESEA requires local school systems to have on file with the Maryland State Department of Education a single set of assurances, applicable to each ESEA program that has been consolidated in the *Bridge to Excellence Master Plan*, that provide that:

1. Each ESEA program described in the *Bridge to Excellence Master Plan* will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The local school system will control funds provided under each ESEA program and will have title to property acquired with programs.
3. The local school system will administer the funds and property to the extent required by the authorizing statutes.
4. The local school system will adopt and use proper methods of administering these programs 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.
5. The local school system will use funds to supplement and not supplant those from other sources otherwise available to continue current or past efforts for activities authorized by the ESEA programs in this plan.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

6. The local school system will cooperate in carrying out any evaluation of each such program conducted by or for the Maryland State Department of Education (MSDE), the United States Department of Education (USDE), or other federal officials.
7. The local school system will use such fiscal control and fund accounting procedures as will ensure proper disbursement of and accounting for federal funds paid to such applicant under each such program.
8. The local school system –
 - a. will submit such reports to MSDE (which shall make the reports available to the Governor) and USDE as may be necessary to enable both agencies to perform their duties under each such program.
 - b. will maintain such records, provide such information, and afford access to the records as MSDE and USDE find necessary to carry out MSDE's or USDE's duties.
9. The local school system will ensure that equitable participation of nonpublic participants (if any) will be provided. The applicant will consult with officials of nonpublic schools in a meaningful and timely manner, provide nonpublic participants genuine access to equitable services and equal expenditure of funds.
10. Before the *Bridge to Excellence Master Plan* was submitted, the local school system afforded a reasonable opportunity for public comment on the plan and considered such comment.
11. The *Bridge to Excellence Master Plan* is available for review by the public.
12. The local school system will comply with all requirements of the ESEA programs included in the *Bridge to Excellence Master Plan*, whether or not the program statute identifies these requirements as a description or assurance that applicant would have addressed, absent this consolidated application, in a program-specific plan, or application, and maintains records of their compliance with each of those requirements.
13. Any printed (or other media) description of ESEA programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the ESEA program which are involved.

ESEA PROGRAM SPECIFIC ASSURANCES

1. Title I, Part A -- Improving Basic Programs Operated by Local Educational Agencies

Assurance that the local school system --

- a. Will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics.
- b. Will inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.
- c. Provide technical assistance and support to schoolwide programs.
- d. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State's student academic achievement standards.
- e. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
- f. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- g. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
- h. In the case that the school system chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
- i. Work in consultation with schools as they develop and implement their plans and activities for parental involvement and professional development under sections 1118 and 1119.
- j. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.
- k. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and to obtain Maryland Ed-Flex waivers under the Education Flexibility Partnership Act of 1999.
- l. Coordinate and collaborate, to the extent feasible and necessary as determined by the local school system, with MSDE, and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local school system in addressing major factors that have significantly affected student achievement at the school.
- m. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
- n. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency to review annually the progress of each school served by the agency, and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.
- o. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
- p. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).

Title I, Part D -- Children and Youth Who Are Neglected, Delinquent, or At-Risk

Assurance that the local school system --

Will ensure that programs will be carried out in accordance with the programs and activities described in the Bridge to Excellence Master Plan.

- b. Will evaluate the program once every three years and use the results of the evaluation to revise the program plan.
- c. Will integrate programs and services for neglected, delinquent, and at-risk children and youth with other ESEA programs and with other federal and state programs.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

Title II, Part A -- Preparing, Training and Recruiting High-Quality Teachers and Principals

Assurance that the local school system --

- a. Will target funds to schools that:
 - i. have the lowest proportion of highly qualified teachers;
 - ii. have the largest class size; or
 - iii. are identified for Title I school improvement.
- b. Will ensure that all funded activities will be developed collaboratively and based on input of teachers, principals, administrators, paraprofessionals, and other school personnel.

Title II, Part D, Subpart 1 -- Formula Funding Educational Technology States Grants Program (ED Tech)

Assurance that the local school system --

- a. Will comply with section 2441, INTERNET SAFETY as it applies to availability and use of funds.
- b. Has developed a new or updated long-range strategic educational technology plan that is consistent with the objectives of the Maryland Plan for Technology Education 2002-2005 and that addresses the statutory requirements for local plan requirements found in section 2414 - LOCAL APPLICATIONS.
- c. Will use 25 percent of its formula funds for ongoing, sustained, and intensive, high-quality professional development as required in section 2424 -- LOCAL APPLICATIONS.
- d. Will use 3 percent of its formula funds for evaluation activities.
- e. Will comply with COMAR 13A.05.02.13.H Accessibility of Technology-Based Instructional Products.

5. Title III, Part A -- English Language Acquisition, Language Enhancement, and Academic Achievement

Assurance that the local school system --

Certifies that all teachers in any language instruction educational program for limited English proficient children will be fluent in English and any other language used for instruction, including having written and oral communication skills.

Will provide the following information to parents of limited English proficient children selected for participation in language instruction educational programs, as required under section 3302

-
- i. how the program will meet the educational needs of their children;
 - ii. the options to decline to enroll their children in that program or to choose another program, if available;
 - iii. if applicable, the failure of the local school system to make progress on the annual measurable achievement objectives for their children.
- c. Will annually assess the English proficiency of all limited English proficient children participating in a program funded under Title III, Part A, consistent with section 1111(b)(7).

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- d. Will comply with the requirement in section 1111(b)(7) to provide an annual reading or language arts assessment in English to children who have been in the United States for three or more consecutive years.
- e. Will use curriculum and instructional approaches and methodologies based on scientifically based research on teaching limited English proficient children and youth and that has been demonstrated to be effective.
- f. Will conduct professional development activities that are of sufficient intensity and duration (which shall not include activities such as one-day or short term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

6. Title IV, Part A -- Safe and Drug-Free Schools and Communities

Assurance that the local school system --

- a. Will design programs and/or activities that comply with the Principles of Effectiveness described in section 4115(a) of Public Law 107-110 and foster a safe and drug-free learning environment that supports academic achievement.
- b. Will use Title IV, Part A funds to increase the level of state, local and other non-federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such state, local, and other non-federal funds.
- c. Will develop and carry out drug and violence prevention programs that convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
- d. Has a plan for keeping schools safe and drug-free that includes –
 - i. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;
 - ii. security procedures at school and while students are on the way to and from school;
 - iii. prevention activities that are designed to create and maintain safe, disciplined, and drug free environments;
 - iv. a crisis management plan for responding to violent or traumatic incidents on school grounds; and
 - v. a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - allows a teacher to communicate effectively with all students in the class;
 - allows all students in the class to learn;
 - has consequences that are fair and developmentally appropriate;
 - considers the student and the circumstances of the situation; and
 - is enforced accordingly.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- e. Has or will establish a system to collect -
 - i. truancy rates;
 - ii. the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary and secondary schools;
 - iii. the types of curricula, programs, and services provided by the local school system; and
 - iv. the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.
- f. This information will be reported to the public and the data referenced in i and ii above will be reported to MSDE on a school-by-school basis.
- g. After submitting the Title IV, Part A program plan, will make available for public review any waiver request under section 4115(a)(3) of Public Law 107-110.
- h. Has developed the Title IV programs and activities through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private school teachers and other staff), parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
- i. Will, on an ongoing basis, consult with the representatives and organizations listed in Assurance h (above) to seek advice regarding how best to coordinate the activities of the LSS under this subpart with other related strategies, programs, and activities being conducted in the community.
- j. At the initial stages of design or development of a program or activity, will consult with appropriate entities and persons on issues regarding the design and development of the program or activity, including efforts to meet the principles of effectiveness described in section 4115(a) of Public Law 107-110.
- k. Will provide information to the Maryland State Department of Education as requested in order to complete State reports required by Public Law 107-110 to include a description of how parents were informed of, and participated in, violence and drug prevention efforts. This information will also be made readily available to the public.
- l. In compliance with the Pro-Children Act of 2001, will not permit smoking in any indoor facility, or in some cases a portion of a facility, used routinely or regularly for the provision of certain types of "children's services" to persons under age 18, if the services are funded by specified federal programs either directly or through state or local governments.
- m. Will participate in the Maryland Adolescent Survey.

7. Title V, Part A -- Innovative Programs

Assurance that the local school system --

- a. Will annually evaluate all programs carried out under Title V-A.
 - i. the annual evaluation will be used to make decisions about appropriate changes in programs for the subsequent year;
- 2.1.2 the evaluation will describe how the use of Title V-A funds affected student achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and
- 2.1.3 the evaluation will be submitted to MSDE annually by October 1 as part of its annual update to the *Bridge to Excellence Master Plan*.

PART IX GENERAL STATEMENT OF ASSURANCES FOR ESEA PROGRAMS

- b. Will keep records, and provide information to MSDE, as may be reasonably required for fiscal audits and program evaluations.
- c. Will, in allocating funds and in the planning, design, and implementation of Title V-A innovative programs, consult with parents, teachers, and administrators, and with such groups involved in the implementation of Title V-A programs (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate.

3. Section 4141 of ESEA -Gun Free Schools Requirements

Assurance that the local school system –

- 3.1.1.1.1 Is in compliance with the state law that requires the school system to expel from school, for a period of not less than one year, a student who is determined to have brought a firearm to school, or to have possessed a firearm at a school, under the jurisdiction of the local school system .
- 3.1.1.1.2 Will provide a description of the circumstances surrounding any expulsions imposed under the State law to include: the name of the school concerned; the number of students expelled from such school; and the type of firearms concerned.
- 3.1.1.1.3 Acknowledges that no funds will be made available under NCLB unless the agency has a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school served by the agency.

4. Section 9534 of ESEA -- Civil Rights

Assurance that the local school system will comply with the Civil Rights provisions as stated below:

- a. IN GENERAL—Nothing in this Act shall be construed to permit discrimination on the basis of race, color, religion, sex (except as otherwise permitted under Title IX of the Education Amendments of 1972), national origin, or disability in any program funded under this Act.
- b. RULE OF CONSTRUCTION—Nothing in this Act shall be construed to require the disruption of services to a child or the displacement of a child enrolled in or participating in a program administered by an eligible entity, as defined in section 1116 of Title I and Part B of Title V, at the commencement of the entity’s participation in a grant under section 1116 of Title I or Part B of Title V.

CERTIFICATIONS REGARDING 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," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." 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.

Certification

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the certifications noted below

Name of Local School System Worcester County Public Schools	
Name and Title of Authorized Representative	
Signature	Date

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 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil 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 transactions (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 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

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.

(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).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check if there are workplaces on file that are not identified here.

**4. DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, 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

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.

D. EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [Section 1120]:

(SEE SECTION on NON-PUBLIC SCHOOL PARTICIPATION pages L 66 -68)

- 5. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title I-A services. Include written affirmation signed by officials at each participating nonpublic school that consultation has occurred.**

- 2. Describe the school system's process for providing equitable participation to students in private schools:**
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title I-A services;**

 - b) The basis for determining the needs of private school children and teachers;**

 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

 - d) The differences, if any, between the Title I-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title I-A services the district provides to the public school children. The expenditures for such services, however, must be equal to the proportion of funds allocated to participating Title I schools based on the number of low income children from low-income families who attend private schools, which the local school system may determine each year or every 2 years**

Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.

- 2. Describe the school system's process for providing equitable participation to students in private schools:**
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services;**

 - b) The basis for determining the professional development needs of private school teachers and other staff;**

 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

 - d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)**

- 1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title II-D Ed Tech services.**

2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-D Ed Tech services;
 - b) The basis for determining the needs of private school children and teachers;
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title II-D Ed Tech services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-D Ed Tech services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-D Ed Tech services provided to public school children.)

Participating Private Schools and Services: Complete information in Attachment 6-A on page 30 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title I-A services. Include written affirmation signed by officials at each participating nonpublic school that consultation has occurred.

2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title I-A services;
 - a) The basis for determining the needs of private school children and teachers;
 - b) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - c) The differences, if any, between the Title I-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title I-A services the district provides to the public school children. The expenditures for such services, however, must be equal to the proportion of funds allocated to participating Title I schools based on the number of low income children from low-income families who attend private schools, which the local school system may determine each year or every 2 years.)

5.1.1.1.1.1 Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title V-A services.

2. Describe the school system's process for providing equitable participation to students in private schools:
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title V-A services;
 - b) The basis for determining the needs of private school children and teachers.
 - c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and
 - d) The differences, if any, between the Title V-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title V-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title V-A services provided to public school children.)

Participating Private Schools and Services: Complete information in Attachment 6-B on page 31 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the services.

2. Describe the school system's process for providing equitable participation to students in private schools:

- a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title IV-A services;
- b) The basis for determining the needs of private school children and teachers;
- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

The differences, if any, between the Title IV-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title IV-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title IV-A services provided to public school children.)