



School-wide Improvement Plan

ACEQUIA ELEMENTARY

SWIP | Acequia Elementary School | June 2018

This document is for your information. School-wide improvement planning was a year-long process that began in November. All plans went through a 3-step review process in which the plan was reviewed by multiple individuals.

- **Review #1:** The District School Improvement Director, Michele Widmier, and the District Capacity Builder, Delia Valdez, reviewed each plan and provided editing feedback to principals for suggested changes April 26th.
- **Review #2 & #3:** Partner teams of 2 consisting of principals and/or Title I staff reviewed 2 plans (not their own) and provided additional editing suggestions to principals May 7th. This gave principals an opportunity to see other plans and add things they might have overlooked.
- **Submission:** Principals were given a final opportunity to adjust their plans before submission to the State Department of Education on May 17, 2018. This document is the document submitted to the SDE.

ACEQUIA ELEMENTARY SCHOOL (0786)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Stake Holders

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

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

Stakeholder Name	Position	Remove
Heather Hepworth	Principal	<input type="checkbox"/>
Julee Posyluzny	Instructional Coach	<input type="checkbox"/>
Michele Widmier	Federal Programs Director	<input type="checkbox"/>
Jacklyn Crane	Teacher	<input type="checkbox"/>
Hailey Gochnour	Teacher	<input type="checkbox"/>
Kendra Lanier	Parent	<input type="checkbox"/>

School Leadership Team Discussion Topics

At Acequia Elementary the leadership team consists of the building principal, instructional coach, team leaders and two parents. The team is directed through a shared leadership responsibility. All individuals at the table are equal to one another through the process of decision making. The team provides input and makes a recommendation. The team meets altogether on the third Friday of each month. The building principal meets on a more frequent basis with the instructional coach and teachers. The building principal creates the agenda with suggestions from all.

During the decision making process, all formative and summative assessments are used. The assessments are all evidence based. Every 6 weeks, data is collected. During collaboration and weekly grade level team meetings, data is discussed using a designated protocol for meaning discussions. The data is then used to determine placement in intervention programs for all students.

It is the building principals responsibility to communicate with staff, families and other stake holders. The building principal sends out a weekly newsletter with upcoming dates, and other important information every Friday. The building principal and teachers also uses Remind to communicate with all parents on a regular basis along with weekly newsletters.

School and Community Discussion Topics

Acequia Elementary currently consists of 54% free and reduced lunch. The Hispanic population is 16.2% with 7.3% Migrant. We are starting to notice a decline in the free and reduced numbers. Our enrollment is on a steady incline. We are current at 330 students enrolled at Acequia.

Acequia Elementary has a brand new principal for the 2018-2019 school year along with 2 new teachers. Currently, the principal is in the Idaho Principals Mentoring Project led by Tyson Carter. This program comes with a mentor that meets on a monthly basis. The new teachers are apart of the District mentoring program which helps them to be successful during their first year of teacher in our district.

Since our enrollment is on a steady incline, the school board approved one additional paraprofessional in our building for the 2018-2019 school year to help in our 4th & 5th grades.

Academic Achievement Discussion Topics

Acequia Elementary:

ISAT ELA

3rd - 30%

4th - 43%

5th - 50%

ISAT Math

3rd- 25%

4th- 45%

5th- 42%

IRI

K - 76%

1st - 56%

2nd - 77%

3rd - 57%

ISAT ELA strength is in listening. While the weakness is in the area of reading. We are hoping to address this in our lower grades. ISAT ELA weakness is in the area of reading. Our district has determined to adopt a new curriculum for the 2018-2019 school year which will help in meeting the Idaho Core Standards. We are also apart of the Education Northwest Literacy Co-op which is extensive professional development for instructional coaches and principals. Teachers and paraprofessionals are being observed frequently and specific monthly professional development.

	<p>ISAT Math strength is in problem solving and modeling data analysis. A weakness is in the area of concepts and procedures. A new math curriculum was adopted two years ago. We are hopeful to see an increase in scores in the next five years.</p> <p>IRI strength is letter identification. The IRI weakness is phonics and phonemic awareness. The K-3 Literacy plans are helping to address individual needs for students. The Idaho State Department as also designated a new state reading test - iStation. This gives immediate feedback to the teachers on the weaknesses and strengths of individual students.</p>
Student Learning Needs Discussion Topics	<p>Determining student learning needs are identified based on numerous pieces of data including STAR, progress monitoring probes, IStation, etc. Based on IRI data, the determination was made to focus on the K-1 teachers with a very specific target- literacy. Education Northwest provided professional development in the areas of blending and decodable routines for all teachers. The instructional coach and building principal conducted observations and conversations around the specific learning target.</p> <p>IRI and Istation data was used to determine a new curriculum. The district has determined to purchase Wonders for the 2018-2019 school year. Imagine It is no longer meeting the student learning needs.</p> <p>In 4th & 5th grade, our class sizes are large. Due to how large they are, the school board approved an additional para-professional to specifically help in just those two grade levels.</p>
Core Curriculum Discussion Topics	<p>At Acequia Elementary, the ELA curriculum is Imagine It! series by Open Court. At the time of adoption the curriculum was state approved. Currently, Imagine It! is no longer adequate and is not meeting the state standards. A new curriculum will be adopted for the 2018-2019 school year- Wonders.</p> <p>Currently, the math curriculum is Eureka which is evidence based and chosen off the State Adoption Approval list. Teachers are expected to teach both programs with fidelity. Fidelity is monitored through classroom observations, lesson plans and collaboration.</p>
Core Instruction Discussion Topics	<p>Core instruction is provided to all students at each grade level for 90 minutes a day. Core instruction has students of all</p>

	<p>levels whereas, focus groups are taught at the students ability level. Progress monitoring takes place anywhere from weekly to monthly depending on the grade level and student need. However, every 6 weeks all students are progress monitored to identify student need and skill level.</p> <p>Once a week, teachers are expected to meet together as a grade level to discuss lesson plans for ELA and Math. Based on numerous pieces of data (fluency probes, STAR, CORE phonics and iStation) including formative assessments as well teachers make adjustments to lesson plans based on the needs of the students.</p>
Alignment of teaching and Learning Discussion Topics	<p>Grade level teams meet once a week with the instructional coach to discuss ELA and Math instruction, curriculum and the needs of the students. During collaboration, paraprofessionals and teachers review the data and make decisions as a team with recommendations from the teachers. Prior to collaboration, teachers are required to fill out a form that touches on bright spots and the areas of focus. We also have a designated para to keep the spreadsheet up to date with data and discussion during collaboration. Teachers are asked to follow a District approved scope and sequence for Math and ELA.</p> <p>From the District, all schools participate in the instructional sweep which is an opportunity for administrators to see exactly what is happening in the schools and provide input to the administrator of the building. We have also had the opportunity to participate in a literacy calibration visit with Caldwell through Education Northwest Literacy Co-op.</p>
Universal Screening Discussion Topics	<p>Prior to the start of the next school year, all soon to be kindergartners come for a pre-registration day. At this time, they are screened. This helps to identify who might need additional support at the beginning of the school year.</p> <p>At the beginning of the school year, all students are screened using multiple types of assessments. This includes STAR, kindergarten screeners, WIDA, Access 2.0, CORE Phonics, ISIP, and formative assessments. The STAR (Reading & Math) takes place for all students every fall, winter and spring. Depending on the home language survey, ELL students are screened using the WIDA screener. All students in grades K-2 participate in the ISIPs and grades K-2 in the CORE Phonics assessment. Each of the screeners are national normed with defined cut scores to help determine who is at risk.</p>

	<p>During collaboration, paraprofessionals and teachers including the instructional coach and principal set guidelines for making decisions based upon the data. The information is documented for all teachers to refer to. There is a process teachers are asked to follow for MTSS/RTI. In this process, parents are notified.</p> <p>All student changes are kept on record at the meeting with updated spreadsheets for all staff. If changes are made, new groups are announced to inform teachers of the changes. During monthly collaboration, students are discussed if placement needs changed.</p>
Tiered Instruction and Academic Interventions Discussion Topics	<p>Tiered instruction and academic interventions vary from grade to grade. Interventions happen four-five days a week depending on the need of the student. Tier 2 and 3 homogenous students receive 30 minutes of additional instruction in ELA and Math. The intervention group is no larger than 7 students. Paraprofessionals and teachers provide the interventions for students. The grade level teacher oversees the paraprofessional teaching the small group of children for the designated grade level.</p> <p>Intervention groups are determined by academic achievement and progress monitoring every 6 weeks. Cut scores are determined by ISIPS, and STAR. Progress monitoring tools include CBM's, STAR Math and Reading, fluency probes, and ISIP. Intervention programs include: Phonics for Reading, Horizons, Language for Learning, Anita Archer, and SRA. The assessment given is based on the program being used in the intervention.</p> <p>On Friday's, paraprofessionals meet with grade level teams to discuss lesson plans for the next week.</p>
Learning Time Discussion Topics	<p>School starts promptly at 8:10am to 3:30pm. We go to school five days a week. We have a master schedule we follow for the year. During the school day, we provide 90 minutes of core reading instruction. We also provide interventions 30-60 minutes a day for 4 days a week. This is time provided to meet the needs of the students in a small group setting. All schedules are adequate time of state requirements. For the 2018-2019 school year, we will be changing our master schedule. We will be teacher the 90 minute Reading block in the morning rather than the afternoon.</p> <p>For extended learning opportunities, we provide every student with an Imagine Learning license. Before school starts and</p>

	<p>after school we provide a time for students in K-2 to work on Imagine Learning which is a program to help in reading deficiencies. Students are required to participate in this program 20-30 minutes a day, 5 days a week. We also provide all students with other opportunities such as physical education, music, library and computers on a weekly basis.</p> <p>During the summer, the District provides Migrant Summer School as an extended opportunity. Students attend Migrant Summer School for extended learning opportunities such as swimming lessons and real world experiences.</p>
Non-Academic Student Needs Discussion Topics	<p>During the school year, we have offered a few different services to students that are non-academic. We have a school psychologist who provides social groups to help with making friends. The group is based on teacher and principal referral with parent permission. The nurses come once a week and provide assistance on the designated day. They also help to organize training, hearing and vision screenings. Delta Dental also provides sealants to K-2 students upon parent permission. For part of the year, Minico High School provides a Lunch Buddy program for at-risk students. The students from the high school come and eat lunch with a student and play outside at recess with them. In the mornings, we have students from East Minico who come and tutor in all of our classrooms.</p>
Well-rounded Education Discussion Topics	<p>At Acequia elementary students are provided a well-rounded education through multiple opportunities. Students participate on a weekly basis in physical education, computers, library and music. All classes have 1:1 iPads. Therefore, much of the curriculum is distributed through technology. It is a school-wide expectation those are used on a daily basis to enhance not only the engagement but the learning process for all.</p>
Additional Opportunities For Learning Discussion Topics	Not applicable
School Transitions Discussion Topics	<p>Acequia Elementary provides parents with a "get ready for Kindergarten" packet at Kindergarten registration in the Spring. Information is provided to teach parents and students on being prepared for transitioning into kindergarten. 5th grade students switch teachers for Science and Social Studies. This is the start of having multiple teachers during the day. This is difficult at a small school.</p> <p>At the beginning of the school year, 6th grade students attend an orientation day where they are able to get to know the</p>

	<p>school prior to the first day.</p> <p>The District also provides a special education preschool and a migrant preschool to our students. The preschool teachers and kindergarten teachers work closely with each other to provide a smooth transition. The preschool uses the same curriculum as Kindergarten- just the preschool version.</p>
Professional Development Discussion Topics	<p>In the Spring, the District send a needs assessment to all staff members including administrators, teachers and paraprofessionals to determine a district and school need of professional development. Results are emailed to all. This is used to determine the needs for the next school year. Student data is also used to determine professional development such as ISIPS and current IRI determined PD for teachers and paraprofessionals in the area of blending.</p> <p>The district provides professional development days to the teachers throughout the calendar year. The days are determined by building level principals based on the individual school needs. Often times, the elementary schools provide the same professional development due to the same need. Such as- a new math curriculum.</p> <p>It is an expectation of all teachers to attend those meetings as evident through sign-in sheets. At Acequia Elementary, we follow-up with grade-levels to see how the implementation of the new information is going. Along with grade level meetings during our collaboration, team meetings, and coaching support we provide PD to teachers weekly. It is built into the schedule. The coach schedules weekly meetings with individual teachers, collaboration is bi-monthly and team meetings happen at least weekly.</p> <p>Paraprofessionals are trained at least monthly on Friday with the instructional coach. They review best practices and often times participate in the Education Northwest Literacy Co-op.</p>
Family and Community Engagement Discussion Topics	<p>At the District level, all parents are invited to attend the Parenting Love & Logic classes offered in both English and Spanish 2 times a year. There is also English Language Acquisition classes that are offered by CSI to help families learn English.</p> <p>At the school level, parents are heavily involved in the planning of parent involvement activities based on school and district policy. The parents who are apart of the CPT (Caring Parents & Teachers) help to determine how to best educate</p>

	<p>the parents of that school year. Activities include but aren't limited to: Back to School Night, Math nights, Reading nights, Science, Technology, etc.</p> <p>The family and community engagement plan is shared with parents on an annual basis. The plan is discussed and changed based on parent feedback and input. The parent group meets once a month with a teacher and building principal to discuss upcoming parent nights.</p>
Recruitment and Retention of Effective Teachers Discussion Topics	<p>100% of teachers at Acequia Elementary have met the state certification requirements due to state alternative authorization allowances. During the spring, administrators attend career fairs through out Idaho and nearby states to recruit teachers. Teachers receive a \$750 signing bonus. The district provides a new teacher mentoring program to assist these teachers in their first 2 years of teaching. Training and a mentor is provided to them throughout the year.</p>
Coordination and Integration With Other Programs Discussion Topics	<p>Acequia Elementary has coordinated well with the PBIS and MTSS programs throughout the school system to compliment the Title 1 program. MTSS/RTI is embedded throughout the who school system as everyone is involved including parents. We meet to discuss how to better help their child and agree to what the responsibility is of the parent and teacher and student.</p> <p>PBIS is also embedded throughout the school as we are striving to implement a positive behavior system.</p> <p>S.O.A.R.= Safety, On Target, Accountable, and Respect</p> <p>"As we are soaring through the hallways at Acequia Elementary"...</p> <p>Teachers are required to take Safe School courses throughout the year. The Migrant liaison works directly with our Migrant parents and students in supporting the family to be successful. The Homeless liaison works with not only the schools but other entities to ensure they are provided with shelter and food. A transition meeting is held to coordinate Head Start and Kindergarten.</p>

Plan Components

1. Prioritized Needs:

Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written

using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels.

Need Description	SMART Goal	Remove
Student proficiency levels in K-5 on the IRI and SBAC have deemed the determination to focus on ELA.	As of 2021, 90% of all students at Acequia Elementary will read at or above grade level as measured by the IRI and ISAT.	<input type="checkbox"/>

2. Evidence-Based Interventions:

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

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Wonders will be implemented with fidelity during the 2018-2019 school year in grades K-5.	Strong Evidence <input type="checkbox"/>	According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in Visible Classroom, collective efficacy has an effect size of 1.57 on student learning. Collective efficacy is the staff/faculty collective belief in a building that they can positively impact students.	<input type="checkbox"/>

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

-Professional Development on the new ELA curriculum of Wonders
-PD Follow-up
-Coaching sessions with the instructional coach

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

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

www.minidokaschools.org

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

The building level principal will continue to observe classrooms on a monthly basis following the goals of the SWIP and the Charlotte Danielson model. The data will be shared during regularly scheduled collaboration meeting and team leader meetings using a data protocol.

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

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

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

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

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

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace;
 - 2. The grantee's policy of maintaining a drug-free workplace;
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement; and
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

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

UNIFORM GRANT GUIDANCE

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

- b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

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