



School-wide Improvement Plan

PAUL ELEMENTARY

SWIP | Paul 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.

1st - 57.3%
2nd - 74.7%
3rd - 84.4%

ISAT ELA strength is writing for narrative, opinion, and informational. Our district is providing professional development for writing by a teacher that knows our curriculum and it's weaknesses.

ISAT ELA weakness is reading informational and literary text within or across text. Our district anticipates a new ELA adoption 2018-19 that will better align to the Idaho Content Core standards. This will better help teachers with appropriate resources and a curriculum with targets that are aligned to the standards.

ISAT Math strength is writing and interpreting numerical expressions, and representing and interpreting data. ISAT Math weakness is problem solving. The district is providing professional development for Eureka Math, the adopted curriculum.

IRI strength is letter identification.

IRI weakness is phonics and phonemic awareness leading to word decoding. This weakness in literacy was pinpointed as academic need and was provided targeted assistance. The K-3 Literacy plan led to the outside consultant group Northwest Literacy Co-op to provide screening and training for the weaknesses.

Student Learning Needs Discussion Topics

Student specific learning needs have been identified by looking at each grade level strengths and weaknesses. The first breakdown in scores is in the first grade. A determination by a third party evaluation, Northwest Literacy Co-op, indicates a need to strength phonics and phonemic awareness beginning in K. The weaknesses were identified and root causes have been identified as a stronger need for phonics and phonemic awareness instruction for grades K-2nd. The ISAT ELA for 3rd-5th grade indicate a need for an improvement in comprehension and text analysis in informational and literary text. The ISAT Math scores for 3rd-5th show a weakness in problem solving. The root cause analysis seems to indicate a lack of problem solving opportunities beginning as early as Kindergarten.

Core Curriculum Discussion Topics

The ELA curriculum being used at Paul Elementary is the Imagine It! series by Open Court. This reading series is evidence based and met the standards at the time of adoption. Since the implementation of Idaho Core Standards, this curriculum has proven to not be aligned to current Idaho Core Standards which creates a need for teachers to supplement as needed. Fidelity in the green band is important and expected since it is the current evidenced portion of the curriculum.

The Math curriculum has been adopted for two years and meets or exceeds the Idaho Core Standards. This curriculum is currently being delivered with high intentions of fidelity. Fidelity errors that are encountered are mostly due to pacing and inexperience. The fidelity of curriculum is monitored by observations and lesson plans.

Core Instruction Discussion Topics

The teacher teams meet two days a week for ELA and Math instruction review. The teacher teams adjust their instruction to meet the needs of all the learners based on fluency probes, CORE phonics assessment, and STAR assessment data. The students are grouped heterogeneous for core instruction, homogeneous for interventions, and mixed as necessary for skill acquisition. All students are progress monitored every 6 weeks to identify student needs. Students that are strategic or intensive are probed and monitored more often according to each student's educational Results to Intervention Plan. The ELA curriculum is no longer being taught with fidelity since it no longer aligns with Idaho Content Core Standards. The newly adopted math is being taught with fidelity as recorded in observations and compared to the pacing calendar.

Alignment of teaching and Learning Discussion Topics

The grade level teams meet twice weekly to discuss ELA and Math instruction, curriculum, and student needs. During these meetings, teams evaluate the scope and sequence for ELA and Math.

The entire team of teachers, para-professionals, instructional coach, special education teacher, and administrator meet monthly during collaboration to review data and discuss student needs.

The district provides professional development for the newly adopted Eureka math program, and for the ELA program that lacks some instructional guidance for the Idaho Content Core Standards.

The District creates instructional sweeps that provides administrators the opportunity to have other administrators come to their building to provide feedback.

Universal Screening Discussion Topics

All students are screened to identify who needs additional support at the beginning of the year. Kindergarten are screened prior to school. The formative and summative assessments given every six weeks gives an updated view of the students progress in the same way as a screener.

The screeners that are used to identify students at the beginning of the year for ELA is IRI, CORE Phonics, and the STAR assessment. The Math screener is M-Comp. The screeners have national normed cut scores that help identify students that are currently proficient, strategic, or intensive. ELL students are screened with the state provided Access/WIDA assessment tool.

The RTI team has screeners and behavioral assessments for students that are socially at risk and not achieving. This is provided by referral by the administrator, the teacher, or parent. The screening decisions are reviewed to determine accuracy and need for adjustment by the collaboration team consisting of teachers, para-professionals, instructional coach, special education teacher, and administrator.

A digital record of student changes are kept during the meeting. The new groupings and lists are re-distributed among team members. The team meets monthly for follow up on student placements.

Tiered Instruction and Academic Interventions Discussion Topics

Academic interventions are provided in reading, writing, and math. The tiered intervention system is implemented to ensure all students receive core instruction. Tier 2 students receive an additional 30 minutes of homogenous small group instruction. Tier 3 students receive an additional 30 minutes of homogenous small group instruction. In ELA an evidence based program is used to strengthen the areas of concern that is identified by the CORE Phonics assessment. The interventions are pull-out sessions with 5-6 students in a group. The K-1st grade students use EIR program and the 2nd - 3rd grade students use Phonics for Reading. These programs have proven beneficial in teaching CORE Phonics skills in a consistent manner that allows the student to learn and practice skills for mastery. In math, the intervention is a pull-out program that is skill specific using STAR assessment and classroom data as a guide. These programs are equally effective for ELL learners, low socio-economic learners, and special students. The paraprofessionals provide the intervention in small group instruction. The evidence based programs have lesson mastery assessments built in every 10 lessons to provide feedback about effectiveness. The assessment provides scores needed to move on to the next

	<p>topic. The certificated teacher and/or instructional coach provides supervision for the paraprofessional activities and lesson development. Progress monitoring for the intervention programs occurs every 10 lessons, and the school progress monitors all students every six weeks. This second set of data for the strategic and intensive students is valuable for data varification.</p>
<p>Learning Time Discussion Topics</p>	<p>The school start time is 8:05am to 3:15pm. The start/end time is above the state required amount of time for K-5th grade students. The is a master schedule designed to provide exact timing for core for 90 minutes and interventions for 30 minutes while providing the maximum amount of paraprofessionals for student support. There are two extended learning opportunities in the Tier 2 and Tier 3 times slots provide an additional 30 minutes each in the master schedule. During the Tier 2 and Tier 3 time slots on the master schedule, proficient and advanced students are provided with enriched and accelerated ELA learning activities four times a week for 30 minutes. All students participate in the extended learning time Proficient and advanced students are provided enrichment opportunities while the strategic and intensive students receive the needed skills according to the data. All students will be provided grade level content standards as core curriculum in a heterogenous group. Summer school is not part of the intervention process.</p> <p>The extended learning opportunities provided to add to the education such as physical education, music, computers, library, digital citizenship, STEM, robotics, and arts and crafts</p>
<p>Non-Academic Student Needs Discussion Topics</p>	<p>The school psychologist provides group counseling that involves anger management and friendship skills. The groups are developed based on referrals from teachers, administrato and parents.</p> <p>The school nurses provide a hearing and a vision screening, as well as maturation for 5th grade students.</p> <p>The county health nurses provided flu shots to students with parent permission.</p> <p>Delta Dental provides sealants to K-2 students.</p> <p>Minico High school students participate in a Lunch Buddy program for at risk students.</p> <p>West Minico provides student tutors every morning to K-2.</p> <p>The fifth grade teachers send peer tutors to the K-1st grade classes in the afternoons.</p>
<p>Well-rounded Education Discussion Topics</p>	<p>The students participate in physical education, computers, library, and music. The core curriculum is often delivered using technology and the students often use technology as part of the learning process. Digital robotics and coding are</p>

	<p>available and used a various times to give the students an opportunity to learn 21st century skills.</p> <p>Robotics camp is offered during the summer.</p> <p>Once a month a music performance is presented to parents b a grade level. These performances include drama and singing</p> <p>Music competitions are offered during lunch time periodically during the school year.</p> <p>The school fund raiser is a 5K run to promote the importance of a healthy lifestyle.</p>
<p>Additional Opportunities For Learning Discussion Topics</p>	<p>Not applicable</p>
<p>School Transitions Discussion Topics</p>	<p>The instructional coach and Kindergarten teachers provide classes in English and Spanish to pre-school students that are preparing to enter the school. Information that teaches parent how to prepare their students is given along with material resources such as crayons and books to use as resources during the summer.</p> <p>At the end of the school year, the 5th grade teachers meet with the counselor from the junior high to discuss the important information to help transition difficult students.</p> <p>The students spend an afternoon at the end of their 5th grade year at the junior high school. They meet the principal and teachers as well as take a tour of the building.</p> <p>The district provides a day before the rest of the school starts for 6th grade students to attend and re-orient themselves to the building. They attend classes to learn location, lockers, and class expectations.</p>
<p>Professional Development Discussion Topics</p>	<p>Professional development days are built into the calendar. Th days are used to improve the teaching craft. The agenda may include curriculum development, Idaho Core Content Standar review, assessment analysis, data analysis, or other professional standards needed.</p> <p>The teachers participate in professional development about twice a month. Technology professional development is provided once a month by the school Tech Specialists. Data analysis is provided once a month with the Instructional Coach. .</p> <p>The expectation of the school leadership is to participate and provide regular and ongoing activities that will improve the the teachers skillset. The professional development decisions are made with the input of teachers, instructional coach and District Student Achievement Director. The professional development provided at the district level is agreed upon by the administrators and is usually relative to the district curriculum. The administrator monitors the attendance for</p>

	<p>professional activities with digital or paper sign-in sheets for each activity.</p> <p>Outside professional development by Rosie Santana of the Education Northwest for ELL learners has been implemented to help teachers understand the needs of 40% of the population.</p>
<p>Family and Community Engagement Discussion Topics</p>	<p>The family and engagement plan is reviewed annually by the Parent Teacher Organization.</p> <p>The families are offered opportunities to come to the Kindergarten readiness classes, math strategy information, and technology integration.</p> <p>Family engagement plan is shared with parent groups each year and the school and district levels and discussed as needed</p> <p>Parent group meets with staff members once a month to discuss concerns and upcoming events.</p> <p>There is a district family engagement policy.</p> <p>Parenting the Love & Logic Way is offered in English and Spanish 2 times per year at the district office.</p> <p>English Language Acquisition classes are offered in collaboration with CSI at the district.</p>
<p>Recruitment and Retention of Effective Teachers Discussion Topics</p>	<p>100% of the teachers meet state certification requirements due to state alternative authorization allowances. Local universities are contacted to provide potential candidates. A \$750 sign-on bonus is offered by the district to recruit teachers. A mentoring program is offered to all new teachers.</p> <p>The best option is to help and encourage highly qualified paraprofessionals to earn their teaching certificate. Networking with teachers and community to provide candidates. Provide a school-wide climate that encourages new teachers.</p>
<p>Coordination and Integration With Other Programs Discussion Topics</p>	<p>The Title 1-A program is coordinated with the state K-3 Literacy program using the 3 Tier system of instruction. The importance of parental instruction to help their students.</p> <p>The Title 1-A program is coordinated with the RTI (Results To Intervention) program identifying at risk students and created a plan for educational support. The RTI team includes the administrator, instructional coach, special education teacher, RTI coordinator, classroom teacher, and the parents.</p> <p>A transition meeting to coordinate with Head Start for kindergarten transitions to the school.</p> <p>Teams coordinate with special services across the district for Homeless and Migrant liaison.</p>

The district provides Safe Schools online learning to help with the overview of many topics that contribute to knowledge of laws and best practices.

The Safety committee has funded training with PBIS - Positive Behavior Intervention Strategies.

An RTI team meets monthly with parents to create plans for students that are at risk either academically or behaviorally.

The K3 Literacy is a plan created by teachers and parents to meet the need of students K-3 that do not meet proficiency levels according to the IRI.

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
Based on the Needs Assessment, the Paul Elementary team has reviewed the data finding 45% of the student population below proficient, and therefore determined a need in the Academic Area of ELA.	The academic scores of Paul Elementary will improve 2% each year based on the IRI and STAR assessments for the academic years of 2018-2021.	<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
Paul Elementary will implement a research based curriculum, Wonders, aligned to the Idaho Common Core Standards that has been approved by the state of Idaho.	Strong Evidence <input type="text"/>	According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, research indicates that a comprehensive instructional curricula has an effect size of 0.72.	<input type="checkbox"/>
	Strong Evidence <input type="text"/>		<input type="checkbox"/>

Paul Elementary will implement comprehensive literacy skills that include teaching and instructional strategies for vocabulary and comprehension that will benefit the ENL and low socio-economic students.

According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in the Visible Learning Classroom, quality teaching and instructional strategies emphasizing learning intentions has an effect size of 1.29 on student learning.

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

- I. New ELA adopted curriculum aligned to the Idaho CORE standards will be implemented in the 2018-2019 school year.
 - II. Professional Development for Teaching and Instructional Strategies
 - * 6 days 2018
 - * 4 days 2019
 - * 4 days 2020
- Coaching with available substitutes for teacher observations.

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 bench mark assessments are used to place students at the beginning of the year for ELA. The bench mark assessments are IRI, CORE Phonics, and the STAR assessment. These benchmark assessments have national normed cut scores that help identify students that are currently proficient, strategic, or intensive. The bench marks are reviewed and decisions are made during RTI sessions to determine effectiveness of curriculum and need for adjustment by the collaboration team of teachers, instructional coach, and administrator. A digital record of student scores are maintained.

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 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 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.