



School-wide Improvement Plan

HEYBURN ELEMENTARY

SWIP | Heyburn 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.

HEYBURN ELEMENTARY SCHOOL (0785)

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
Sanie Baker	Principal	<input type="checkbox"/>
Danelle Stutzman	Intervention Coordinator	<input type="checkbox"/>
Ranae Chandler	Instructional Coach	<input type="checkbox"/>
Michele Widmier	School Improvement Dir.	<input type="checkbox"/>
Kari Anderson	Teacher	<input type="checkbox"/>
Lacey Rich	Parent	<input type="checkbox"/>

School Leadership Team Discussion Topics

Sanie Baker,
Ranae Chandler - Instructional Coach
Danelle Stutzman - Intervention Specialist
Grade level team leaders
Our team leader meetings are held before school twice a month or more as needed. The principal, Sanie Baker, chairs the meeting and starts the agenda. Further agenda topics are contributed by the team leaders as they need. Calendar items are published on a weekly bulletin or emails, so team meetings are for discussion topics only. We have a time keeper and we allow for every member for have a voice during discussions. Topics include items that pertain to school-wide concerns and achievements.
The principal is responsible for district leadership communication either through phone calls, emails, and during district administration meetings.
Each teacher sends out a weekly newsletter for their own class and each teacher has direct contact with parents through Remind. We have a tech specialist who is responsible for putting school information on our school website. Our school PTO meets at least once a month and a teacher and the principal attend. We also have a school safety team chaired by a designated teacher which includes 5 teachers, principal and local emergency personnel which meets once a month.
Each grade level meets at least 1 a week to discuss student

	<p>data and concerns during which the principal, instructional coach, and/or intervention specialist may be included.</p> <p>Our RTI collaboration team meets twice a month to discuss student progress and concerns. We use benchmark testing scores and progress monitoring data to assist with decision making. This team consists of each teacher of that grade along with our special education teacher, principal, instructional coach, intervention specialist and our para-professionals who work with that grade if needed. All student data and plans are housed in the Milepost program which is used district-wide.</p>
School and Community Discussion Topics	<p>Heyburn Elementary School 1151 7th St. Heyburn, ID 83336</p> <p>The principal, Sanie Baker, is new to Heyburn Elementary this year having transferred from Acequia Elementary where she was the principal for the past 5 years. We have 7 new teachers this year, two who are completing their degrees.</p> <p>The area which comprises the school boundaries is growing because of improved economic growth and there is new apartment housing which opened this year and more to open next year.</p> <p>Kindergarten averages 19 students per session 1st grade - 26 per class 2nd grade - 21 per class 3rd grade - 22 per class 4th grade - 31 per class 5th grade - 29 per class</p> <p>We also house all self-contained students in the district at this school, except for the severely handicapped students who attend Acequia Elementary.</p>
Academic Achievement Discussion Topics	<p>Heyburn's IRI data has not seen an improvement in grades K,1,2 for the past two years. 3rd gr. has remained stagnant on the ISAT ELA for the past two years, and 4th & 5th gr. have regressed on the ISAT for the past two years.</p> <p>3rd gr. has seen improvement on the ISAT math for the past 3 years, but gr. 4 & 5th gr. scores have regressed.</p> <p>IRI Spring scores:</p> <p>Kindergarten - 2014-15 - 96.84%; 2015-16 - 83.33%; 2016-17 - 81.82%</p> <p>1st grade - 2014-15 - 77.11%; 2015-16 - 61.35%; 2016-17 - 55.42%</p> <p>2nd grade - 2014-15 - 65.96%; 2015-16 - 76.19%; 2016-17 - 61.18%</p> <p>3rd grade - 2014-15 - 66.25%; 2015-16 - 70%; 2016-17 -</p>

	<p>72.94%</p> <p>ISAT ELA scores:</p> <p>3rd grade - 2014-15 - 43%; 2015-16 - 44%; 2016-17 - 44%</p> <p>4th grade - 2014-15 - 49%; 2015-16 - 47%; 2016-17 - 42%</p> <p>5th grade - 2014-15 - 49%; 2015-16 - 59%; 2016-17 - 49%</p> <p>ISAT MATH scores:</p> <p>3rd grade - 2014-15 - 27%; 2015-16 - 51%; 2016-17 - 55%</p> <p>4th grade - 2014-15 - 41%; 2015-16 - 39%; 2016-17 - 32%</p> <p>5th grade - 2014-15 - 22%; 2015-16 - 36%; 2016-17 - 33%</p> <p>Strengths –</p> <p>Solid RTI program which identifies and provides support for TIER 2 & 3 student interventions. Our Title 1 para-professionals are designated to work in small groups with Tier 2 & 3 students.</p> <p>STAR scores in both math and ELA are showing steady improvement in student achievement.</p> <p>Extended kindergarten program for students who were screened with IRI scores of 1 and are screened as ELL.</p> <p>Weaknesses -</p> <p>Summer slide – no summer programs available except for migrant and students in the self-contained special education program.</p> <p>We haven't had a standardized math curriculum for the past 4 years, then we adopted a new math curriculum, Eureka, in 2016-17, which teachers are becoming more proficient in teaching.</p> <p>Students are weak in vocabulary largely due to lack of background experience and knowledge.</p> <p>Imagine It curriculum is weak in phonemic awareness and language arts. The district has reviewed and will adopt a new ELA curriculum starting in 2018 which more closely aligns with the Idaho Standards.</p> <p>We have a significant number of students who move in and out during the year.</p>
Student Learning Needs Discussion Topics	<p>Heyburn's community is varied but largely encompasses a low socio-economic demographic.</p> <p>High rate of new teachers and teacher turn-over especially in the primary grades, 1st grade class sizes over 25 and 4th & 5th grades classes sizes over 30.</p> <p>Free and Reduced Lunch is at 68%</p> <p>High ELL population – 25%, Migrant population</p> <p>½ day kindergarten - We need an extended kindergarten program for students who also score 2 on the IRI, but funding is not available.</p> <p>Many kindergarten students are not prepared for school</p>

	<p>behaviorally and/or score very low on the kindergarten basic skills screener.</p> <p>No local public library though students may use the libraries in neighboring towns.</p> <p>Many of our parents work and are mobile so it is difficult for them to attend school events and meetings.</p> <p>We lack resources to meet the needs of advanced students, other than individualized programs available through technology and/or classroom projects.</p>
Core Curriculum Discussion Topics	<p>Our language arts curriculum is Imagine It. It was adopted 15 years ago and met previous Idaho standards, but does not meet our current Idaho Core Standards. It is weak in Language Arts and Writing.</p> <p>We adopted the Eureka Math curriculum in 2016-17, which meets Idaho Core Standards. The district provided initial training for all teachers and has designated district grade level math experts who are available to assist and train regularly throughout the year.</p> <p>Both curriculums are delivered with fidelity and are monitored by:</p> <p>Same grade planning time – lessons plans are designed and implemented as a grade. Grade level team leaders monitor that the curriculum is followed in the lesson plans.</p> <p>We have an Instructional Coach who works with each grade level in their lesson planning, and mentors and instructs in each classroom.</p> <p>The principal reviews lesson plans to see that they are meeting Idaho Core Standards and visits classrooms regularly.</p> <p>Minidoka District implemented a Standards-based report card in grades K-5, 3 years ago, which also guides our instruction.</p>
Core Instruction Discussion Topics	<p>Student focus groups and interventions are differentiated to meet student needs based on screening and regular progress monitoring.</p> <p>Large group core instruction is heterogeneous and at grade level; whereas, focus groups are taught at the student's ability level. Extended day for kindergarten students is provided for those who are at level 1 prioritizing ELL students. Through progress monitoring students move to focus groups which meet their needs. Workshops providing differentiated small group support to meet all Tier levels including advanced student instruction are provided in the classroom.</p>
Alignment of teaching and Learning Discussion Topics	<p>Lessons are well-aligned within grade levels and subject areas. Teachers have common planning time to align their lessons within the grade level and each subject area providing for a consistent learning experience.</p>

	<p>Some time is provided through PD days for teachers to collaborate across the grade levels, but because of new curriculum and testing requirements, there is a need for more collaboration time, especially with vertically aligning curriculum between grades levels. This supports each grade in their pacing and scope and sequence so students transition easily through the grade levels, so there aren't gaps in learning objectives.</p>
<p>Universal Screening Discussion Topics</p>	<p>Screening is administered to all students at the beginning of school to identify students who need additional support. We also administer mid-year and end-of-year benchmark testing to determine student progress. Progress monitoring is administered every 6 weeks for Tier 2 students and monthly for Tier 1 students.</p> <p>Screening assessment tools include: CBM's, Core phonics, STAR reading and STAR math, ISIP, WIDA/ACCESS for ELL students.</p> <p>We use the cut scores provided by the WIDA, IRI and the STAR assessments to determine support levels.</p> <p>Screening and focus group decisions are reviewed monthly with each grade level to determine whether students are progressing or needing an intervention change. All data is documented electronically and with hard-copy by the teachers and the RTI team. Parent reports are sent home at Parent Teacher Conferences and through report cards. Parents are notified when their child is designated for an RTI plan and when recommended for a special education IEP. Teachers notify parents regularly of any specific behavior and academic concerns and celebrations.</p>
<p>Tiered Instruction and Academic Interventions Discussion Topics</p>	<p>We use the RTI process to provided support for academic and behavior concerns. Students receive interventions as determined by their achievement and progress monitoring every month to 6 weeks. Cut scores are determined by the IR and STAR assessments.</p> <p>The RTI team meets with each grade level monthly to review data and student progress. We provide thorough academic support for Tiers 1,2,3 through our Title 1 para-professionals and teachers, though we are limited in behavior and social skills intervention support. Students receive Tier 2 and 3 support for a minimum of 30 min. every day. Small groups are between 6-8 students (special education groups no larger than 6 students). We use pull-out for interventions in grades K-3 and more push-in for grades 4 & 5, except for special education groups.</p> <p>Progress monitoring tools include: CBM's, Dibbles, STAR Reading and Math, Exit tickets, end-of</p>

	<p>module assessments, Aimsweb 8 min. math probes, Sprints</p> <p>Through the Idaho State Literacy Initiative we are able to provide additional support for our primary grade students using the Waterford program for kindergarten and the iStation assessment tools. It also provides for a designated para-professional who works specifically with our primary grade students, and ELL students. Through the Initiative we are receiving training for coaches and teachers from Education Northwest in building our teaching skills in foundational reading strategies and enhanced comprehension strategies for better ELL support.</p> <p>Intervention programs include:</p> <p>Phonics for Reading, Pre and Re-teaching lessons, Peas in a Pod, intervention activities provided by the curriculum, designed and monitored by the grade-level teachers. In the primary grades, our focus is on reading and we are weak in intervention tools in math. We do use Zearn, and pre-teaching and re-teaching the lesson.</p>
Learning Time Discussion Topics	<p>We are in session 5 days a week from 8:15-3:30. The master schedule includes interventions, workshops and extension programs. The ELA block is 120 min. which includes Core Instruction, Workshop, and Intervention. The math block is 90 min. which includes Core Instruction and Workshop. We offer extended programs before and after school with Read Naturally and Imagine Learning for remediation. In the intermediate grades we provide additional STEM activities and writing support. The extended time is determined by test scores and parent support. Summer school is not provided.</p>
Non-Academic Student Needs Discussion Topics	<p>Heyburn students have access to Lunch Buddies from the high school, student mentors from the junior high, contracted counseling services, contracted behavioral services/CBRS, intermural basketball for 4th & 5th gr. students, Leader In Me program, K-Kids (sponsored by the Kiwanis). The school has had training and is implementing the PBIS program.</p>
Well-rounded Education Discussion Topics	<p>Students receive lessons in Idaho History, science and social studies, PE, music, computer skills, library skills, and technology. The school provides every student with their own ipad.</p>
Additional Opportunities For Learning Discussion Topics	<p>NA</p> <p>Read Naturally - gr. 2-5</p> <p>Imagine Learning - ELL students</p>
School Transitions Discussion Topics	<p>Kindergarten has a pre-registration and screening in May. The pre-school and head-start programs advise us of the students we will receive from their programs.</p>

	<p>Our 5th gr. students participate in a 6th gr. orientation at the middle school.</p>
Professional Development Discussion Topics	<p>Our district calendar provides 6 days of professional development throughout the school year. These trainings focus on students' needs as determined by assessment scores and are in the content areas of ELA, math, technology and behavior management. Training is provided by professionals in each content area, and some is provided by district specialists. The Idaho State Literacy Initiative also provides PD for teachers and coaches in teaching foundational reading skills. Our RTI team leader meets monthly as a district team and receives training in RTI processes. Our district elementary administration team meets monthly and makes recommendations to the district regarding necessary PD opportunities. Teachers are expected to attend all PD opportunities. Those provided by the district are contracted time. Roll is taken at every school meeting. School training is provided by our instructional coach, intervention coach, technology specialist, the principal, and other experts in a specific area. With grade-level common planning time, each grade-level meets 1-2 times each week. The RTI team meets with each grade once a month.</p> <p>Para-professionals receive 1 day of extra training a year. They are invited to any district and school training, and faculty meetings. My interventional specialist collaborates with our para-professionals every Friday and they meet with the RTI team as needed.</p> <p>We have school-wide teams in place which function to meet specific needs, but we would like more training in functioning as a PLC.</p> <p>We have a high ELL population and need more teacher and para-professional training in working with that student population. We have brought in a specialist, Rosie Santana, to train teachers, and we plan on continuing with that training.</p>
Family and Community Engagement Discussion Topics	<p>There is a district policy and school plan in place for parent/community involvement, which are reviewed annually. Each grade level hosts a parent night every year where they inform parents of ELA and math curriculum, and grade activities. When we bring in assemblies, such as authors, we invite parents which may include some specific parent training.</p> <p>The district provides community/parent literacy services in both Spanish and English. Love & Logic classes are provided by the district for parents and teachers.</p> <p>We have a PTO in place which is very involved in student activities, which meets monthly or more if needed. We could use more parental involvement, but most of our parents work which make it difficult for them to help during the day.</p>

Recruitment and Retention of Effective Teachers

Discussion Topics

All teachers meet state certification requirements; 2 are on alternative authorization with goals to be fully certified by next fall. Administrators attend college recruitment fairs every spring, job opening are posted on-line, and teachers are able to transfer between buildings, if desired.

The district provides for a new teacher mentoring program and each teacher has a school mentor. Training opportunities for new teachers are provided throughout the school year.

Coordination and Integration With Other Programs

Discussion Topics

We integrate other programs such as RTI and PBIS for student support into our school-wide system.

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
Heyburn teachers are needing more opportunities to collaborate vertically with the grade level below them and above them. This has become evident when implementing new curriculum in math and for our new ELA curriculum next year.	Heyburn teachers will meet two times a year, once in the fall and once in the spring with the teachers in their grade level above and below their grade to coordinate goals and lessons between the grade levels.	<input type="checkbox"/>
Heyburn's IRI and STAR scores haven't met the state goals for proficiency and have been stagnant for the past 2 years.	80% of the K-3 students will improve their IRI reading scores by 10% from the fall to the spring benchmark testing. 80% of 3-5 grade students will improve their reading scores by 10% on the STAR testing from the fall to spring benchmark testing.	<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
	Strong Evidence <input type="button" value="v"/>		<input type="checkbox"/>

Teachers will meet during a scheduled collaboration or professional development day to coordinate lessons and interventions, and scope and sequence for math and ELA curriculum. The fall collaboration objective will be to plan for the school year and the spring collaboration objective will be to review progress and reset goals as needed.

Teaching
Literacy in the
Visible Learning
Classroom,
Fisher, Frey, and
Hattie
Visible Learning
for Mathematics,
Fisher, Frey, and
Hattie

Interventions will be provided for all students as determined by fall benchmark testing.

Strong Evidence ▼

Visible Learning
for Literacy,
Fisher, Frey and
Hattie

☐

Progress monitoring will be given to students who are performing at the Tier 2 and 3 levels every 6 weeks.

Strong Evidence ▼

Visible Learning
for Literacy,
Fisher, Frey and
Hattie

☐

Students will receive extra support through an RTI plan as determined by their on-going progress monitoring and RTI team decision.

Strong Evidence ▼

Visible Learning
for Literacy,
Fisher, Frey and
Hatter

☐

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

Minidoka District school calendar has scheduled Professional Development days and workdays throughout the school year which we will utilize for collaboration.
Our Instructional Coach and Intervention Specialist will help the principal to coordinate the collaboration objectives.
Data is collected, stored, and updated in the Milepost program.
Student progress is addressed at grade level team meetings and at monthly RTI meetings.
Our testing team gives routine benchmark and progress monitoring testing.
Interventions are in place for Tier 1,2,3 student needs.

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.

minidokaschools.org

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

An agenda will be used for each collaboration meeting and minutes will be taken which will be provided to each teacher as a guideline throughout the year.
The Instructional Coach and Intervention Specialist will review with each grade how objectives are being met during monthly collaboration meetings.
Effectiveness will be evaluated by each grade meeting the Smart goals on the spring assessments designated in the plan.

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.