

DEARY SCHOOL (0794)

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

Note: All tabs must be activated before they will print

Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Kendrick Jared	Principal/Superintendent		<input type="checkbox"/>
Julia Proctor	Special Education Director/6-12 Special Education Teacher/Federal Programs Director		<input type="checkbox"/>
Monty Hays	Counselor		<input type="checkbox"/>
Renee Hansen	Parent		<input type="checkbox"/>
Jalen Kirk	General Education Teacher		<input type="checkbox"/>
Stacy Monk	K-5 Principal		<input type="checkbox"/>
Diana Moser	General Education Teacher		<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>The chair of the Schoolwide Plan team would be the Federal Programs Director. The team will meet on a yearly basis, and as needed throughout the year for decision making. Since the district leadership is part of the SWIP team, they will have all necessary information. The Federal Programs Director will be in charge of relaying information throughout the year to all team members. The decisions on the SWIP team will be made by a majority vote if there is a discrepancy of how to carry out plans made by the team. The agenda for meetings will be set by the Federal Programs Director and include; Annual Performance Report, Self-Assessment results, CFSGA progress and overview, the interventions and and progress monitoring of the students, and changes needed moving forward. If there is concern about interventions being given and the team is not seeing growth in the students with the data that we are reviewing, we would then need to take a closer look into what the interventions look like and do some changes to those and possibly the programs that we are using. We would be using research driven/evidence driven programs that have been shown to increase student performance. The</p>
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Federal Programs Director will be the communication link to families and other stakeholders.

School and Community

Deary School is located in Deary, ID with an average population of 500. 45% of the student population are from low income families. The Whitepine School District has students from Elk River, Clarkia, Bovill, and Deary. There have been no significant changes to the community or employment rates. The school district has maintained a very open communication system with parents and community members. By having this communication in place, the school district can get information of resources for community members, parents, and students use to help guide their decisions and be an active member of the district in decision making. Resources are also available to anyone that would need assistance in financial, housing, and health.

Academic Achievement

For the testing year of 2021-2022, the ISAT data for Language Arts and Math is as follows:

ISAT DATA 2021-2022

ELA % Proficient

Grade Level District State

4 58% 52%

5 75% 57%

6 43% 53%

7 63% 54%

8 47% 58%

10 61% 69%

ISAT DATA 2021-2022

Math % Proficient

Grade Level District State

4 42% 49%

5 75% 43%

6 33% 41%

7 53% 42%

8 53% 36%

10 69% 33%

Deary School is identified as a Goal Maker, per the Idaho School Report Card. 5 year graduation rate is 92.3% and 4 year graduation rate is 85.7%. State graduation rate is 82.1% for 4 year graduation rate and 83.3% for 5 year graduation rate.

The data indicated that for the 2021-2022 school year we saw an average in ELA for students proficiency across all grade 4 -10 that are tested as 57.8%. For Math, the average proficiency across all grades 4 - 10 tested was 54.2%. The data suggests that the district has above 50% proficiency, but in ELA grades 6 & 8 had lower scores and in Math

	<p>grades 4th and 6th had lower scores. This indicates that more investigation into the the lower scores in warranted, and then to provide instruction and support where needed.</p>
<p>Student Learning Needs</p>	<p>Teams of teachers in grade 4 - 12th get together throughout the school year and through summer professional develop to identify the needs of the student population based on assessments data, teacher observations, and work samples. Once a need is identified, an action plan is developed and then evaluated throughout the school year to determine effectiveness or changes needed.</p>
<p>Core Curriculum</p>	<p>K-8 use EL Education for ELA and Illustrative Mathematics as the core curriculum for math. For high school ELA classes, the teacher uses materials that align with Idaho Core Coaches model of instruction and PEAK strategies for interventions. All programs are completed with fidelity, and the teachers are monitored with observations and consultations from administration. They also engage in professional development throughout the year on the newly adopted curriculum. All evidence will be attached on programs being research/evidence based.</p>
<p>Core Instruction</p>	<p>All teachers 4-12 differentiate their instruction based on their ongoing formative assessments. They also offer the corrective loop for students that are still not proficient in the standard/s that they are working on. In math, 6-8 grades, Geometry, and Algebra 1 & 2 are given a pre-diagnostic assessments, mid-unit assessment, and the the end of of the unit assessment. All teachers in grades 6-12 give their classes a pre and post assessment at the beginning and the end of the year in the area that they are teaching. All teachers give quick checks for check-ins with students and their understanding. All students are given the opportunity for small groups instruction based on their need and the school also offers a tutoring program that can be accessed before, during, and after school. There is a math lab during the school day if they need extra support in math. If interventions are needed in the area of ELA, support is given through the RTI/tutoring program.</p>
<p>Alignment of teaching and Learning</p>	<p>The teachers engage in ongoing professional development offered by the publisher of the curriculum that the school is using. The 4-5 teachers collaborate on a weekly basis on student achievement. RTI meetings take place quarterly. The Middle/High School have meetings monthly as a whole</p>

staff and on teacher in services days. The 4-5th attend monthly meetings with the whole elementary and engage in professional development on teacher in service days. These meetings allow for teachers to communicate and collaborate on ways to enhance their teaching and student learning.

Deary School is in the process of aligning all curriculum from K-11th grades with the use of Illustrative Mathematics and EL Education for Math and ELA curriculum. The intervention programs that are being used is also aligned throughout both Bovill and Deary schools, with the primary interventions for reading and math are Read Naturally, Dreambox, Imagine Math, Prodigy, and explicit instruction. This allows for vertical alignment and aids in assessing how the curriculum is impacting student learning.

Universal Screening

All students are screened at the beginning of their in the Middle/High School classes with a pre-test on the material for the classes that they are taking. Any students that are identified as struggling, will then be assessed using classroom curriculum universal screeners to monitor their reading and math skills, as well as improvement throughout the year. CST meetings are held when there are specific students that staff have referred to team for concerns. The team then reviews the data and formulates an action plan on how to handle the concerns. In grades 4-5, the the teachers use STAR Math and STAR Reading tests as universal screeners. All universal screeners have cut off scores and indicate what percentile, grade equivalency, and if they are at risk for failing. All information is provided to parents at parent teacher conferences, in the fall and in the spring. If there is a larger concern with the student, the parents are notified right away and a meeting is set up with the parents. The RTI team meets every quarter to review students that have been identified as struggling and monitor their progress. Decisions will be made at these meetings what interventions need to be implemented/changed and then decide if a referral for special education services is warranted or another type of service/s is needed. Every spring the school has the Child Find Screening and Kindergarten Round-up. This is designed to assess and identify children from the ages of 3 and up for possible disabilities and needing interventions.

Tiered Instruction and Academic Interventions

Intervention in all academic areas are provided to students who have been determined to have a need in the 4-5th grades. In 6th -12th grades, there are interventions provided in both math and reading/writing. For 4th and 5th grade, interventions are determined based on the tier that the students fall into based on the diagnostic assessments, universal screeners, and team input. For 6-12th, there is a math lab daily and tutoring when needed. Students are

placed in interventions based on their progress with interventions. Teachers will incorporate more interventions if needed, and if student is still not showing growth then they are referred to the special education teacher for evaluation. In grades 4-5th, interventions can be in or out of the classroom. In grades 6-12 Math labs are a class they can enroll in. The groups in 4th -5th grades are average 3-5 students per group. Interventions given in the 4-5th grades are given by a paraprofessional, and in the 6th-12th grades teachers/paraprofessionals/tutors. The paraprofessionals work directly under a certified teacher/SPED teacher, classroom teachers, and Title 1 Director. The students in intervention for 4-5th are given STAR Assessment to monitor their progress. For grades 6th-12th, the students are given formative assessments in their individual Math and English classes to determine growth. At the quarterly RTI meeting, if a student is not showing sufficient growth, then the team will discuss what to implement as far as interventions or referral for special education testing. Students that are on the monitoring list and in interventions are monitored every 4-8 weeks based on what tier they are falling in. If they are falling in a Tier 2, they get monitored every 6-8 weeks, if they fall in a Tier 3, they are monitored every 2-4weeks. A paraprofessional administers the Aimsweb testing for all students in grades 4-12.

Learning Time

Deary Elementary (4/5) schedule:

8:15 - 8:25 Homeroom
 8:25 - 9:30 Rotation One
 9:30 - 10:30 Rotation One
 10:30 - 10:50 Homeroom
 10:50 - 11:30 Recess/Lunch
 11:30 - 12:30 Rotation Two
 Break
 12:30 -1:30 Rotation Two
 1:30 - 2:20 Specials Recess
 2:20 - 3:15 HR/Science - SS

* Rotations are between math and ELA

Deary Middle/High School schedule:

8:25-9:15 1st hour
 9:19-10:09 2nd hour
 10:09-10:15 Snack
 10:16-11:06 3rd hour
 11:10-12:00 4th hour
 12:00-12:36 Lunch
 12:37-1:27 5th hour
 1:31 - 2:21 6th hour

2:25-3:15 7th hour

All students have the opportunity to take a variety of classes in humanities and electives. They have access to PE, music, computer classes, photography, speech, IDLA classes when not offered on campus, dual credit courses from teachers and colleges, agriculture classes, wood shop classes, welding, small engines/machines, art, stem, family and consumer science, and psychology. In the 4-5th grades they have the opportunity to engage in music, art, keyboarding, and PE.

Students are offered the opportunity to participate in extra curricular activities, and tutoring. Teachers engage in teaching students through student led learning opportunities. All intervention time is built into the master schedule for students and if there are some opportunities for extended interventions they are done before school hours or after school hours. Summer school is offered in the summer for both the 4/5th grades and the 6-12th grades. This allows for students that were identified the previous school year, to get a review of previous material and a jump start into the new material and for credit recovery in middle/high school.

Non-Academic Student Needs

Deary School students have access to a school counselor 5 days a week. Students have access to extra curricular sports, tutoring, FFA, Music, and IDFY. The community has 4-H, sports, classes, and other activities that are also available to students.

Well-rounded Education

Deary School offers students a variety of classes from qualified teachers. The school offers dual credit courses through math, and also offers online IDLA classes that are not offered on campus. The school offers math, ELA, Psychology, a variety of history and science classes, photography, computer classes, shop classes, and music classes.

Additional Opportunities For Learning

At Deary school, the students can take dual credit math which earns them college credits. Dual credit courses currently being offered are; English, History, PE, and Math. The seniors also participate in a consumer economics class and personal finance. Juniors and seniors have the opportunity to go to nearby colleges for tours and information on the programs that they offer. The school also offers IDLA courses that are not available on campus.

School Transitions

Deary school is comprised with grade 4-5 in one wing of the school and then grades 6-12 in the other wing of the school. Due to the small population of the school, often teachers are teaching all grade level students in the areas of music and PE. Parents and students are invited every year at the

beginning of school for a meeting with the staff to explain the transition from 5th grade to 6th grade, then again from 8th grade to 9th grade. The school puts on a back to school night, where parents and students get to take a mock run of the student's schedule and talk with the teachers.

Professional Development

In grades 4-5, there are two general education teachers. One of those teachers specializes in math and the other in ELA, and both classes rotate during the day to each teacher. Both teachers teach social studies and science to their assigned grade level. Due to this set up, the teachers collaborate weekly on the students and their progress. The team also participates in quarterly RTI meetings, monthly staff meetings, and meetings during teacher in service days. There are also teams put together from K-12th grade to research curriculum and complete professional development on those programs. Schoolwide professional development opportunities are built into the schedule for each school year, and there are scheduled professional development during in service days and more for professional development out of district. Administration provides the professional development and if needed will have teachers complete professional development. All teachers and instructional staff are invited to attend a summer professional development conference. Building level professional development is determined by the administration and the administration is responsible for communication of requirements or information of the professional development. If the professional development is offered district wide, the superintendent or one of the principals will communicate with the district.

All professional development opportunities are developed on the school needs for each school year. Data will be taken from the previous school year on student achievement and analyzed to determine what professional development is needed. Currently the district does not have ELL students, but would implement professional development if the district did have some ELL students enroll. Paraprofessionals are given training and professional development with the teachers and administration. There is no instructional coach for the district. Administrators, tech staff, and pupil services staff all attend trainings offered by the Idaho State Department of Education and the Idaho Board of Education.

Family and Community Engagement

Deary School has a district policy in place that states the family and community involvement plan.
COMMUNITY RELATIONS 4000
Goals
The Board, through the leadership of the Superintendent and the assistance of the total staff, will

seek to enhance the District's community relations by striving to achieve the following goals:

1. To encourage and enhance communication, understanding, trust, and mutual support between the District and the people it serves;
2. To increase both the quality and quantity of public participation in school affairs, activities, and programs;
3. To strengthen and improve relations and interactions among staff, trustees, citizens, parents, and students; and
4. To promote understanding and cooperation between the schools and community groups. The policy of the district is reviewed yearly with the board, superintendent, and principals. Deary Elementary engages in Back-to-School Night, Math & Literacy night, Parent/Teacher Conferences. Board meetings are posted and open to public.

The school district and the community have began the process of completing a 5 year strategic plan. Which is based on collaboration and development of goals and action plans to meet those goals for the district.

The school district communicates with the community, parents, and students with the Alert Now system, the district webpage, Facebook, and newsletters that go home monthly for district-wide communication.

Recruitment and Retention of Effective Teachers

100% of teachers meet the state certification requirements for the state of Idaho. Four Deary teachers teach dual credit courses through LCSC. First year teachers to the district are set up with a mentor from inside the district, and a mentor in another district due to the small population we have if they are newly teaching a subject. Administration sets up observations and meetings with teachers and more with new teachers. The district posts job openings in multiple areas and the district has competitive pay with the surrounding districts. The district also promotes a positive working environment for employees and teachers, and invites prospective teachers/employees to tour the school and observe if needed.

Coordination and Integration With Other Programs

Deary School is currently a schoolwide school. The communication and integration with other programs is between 4/5, 6-12. RTI/Tutoring program, Title 1, special education, IDLA, and LCSC (dual credit). We moved from Targeted Assistance to Schoolwide for both Deary School and Bovill School in the school year 2018-2019. This greatly enhanced our ability to vertically align all schools (since this is a district goal), provide intervention and support to all students, and enhance communication between all grade levels.

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal 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. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need

Description:

Increase ELA proficiency in grades 4-12th grade.

SMART Goal:

The teachers at Deary School will increase their students' ELA scores from fall to spring by 25% as shown by students increasing their scores to fall within the on watch/on level with their STAR reading assessments in grades 4-5, and in grades 6-12th as shown by pre/post test scores.

Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
Need 1	Continue with English interventions as needed 6-12th grade, look at increasing amount in future if scheduling allows. In grades 4-5, increase amount of interventions given in small group to add another level of interventions to 3-4 times a week for interventions for Tier 3 students and 2 days a week for Tier 2 students. Incorporate reading intervention and explicit instruction for writing/language arts instruction.	Strong Evidence ▼	All documentation for the RTI intervention process and read naturally is attached.	The teachers and paraprofessionals will meet on a monthly basis to ensure programs are being implemented with fidelity and to review student learning and progress. Teachers and administration will meet at quarterly RTI meetings, CST meetings when needed, and monthly at staff meetings to review data.	<input type="checkbox"/>

Need 2

Need

Description:

SMART Goal:

The teachers at Deary school will increase their students' Math scores by 25% from fall to spring assessment periods. This will be shown and measured in

Remove

Increase Math proficiency in grades 4-12th grade

grades 4-5th with STAR Math assessments and in grades 6-12th with the pre/post test scores.

Evidence-Based Interventions: Discussion Topics

Intervention Strategy <i>Please include a # detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1 Continue with math lab 5 days a week and tutoring for grades 6-12. For grades 4-5, increase math interventions based on RTI model.	Strong Evidence ▼	All documentation for the RTI intervention process and interventions used are attached.	The teachers and paraprofessionals will meet on a monthly basis to ensure programs are being implemented with fidelity and to review student learning and progress. Teachers and administration will meet at quarterly RTI meetings, CST meetings when needed, and monthly at staff meetings to review data.	<input type="checkbox"/>

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

The student access to intervention times throughout the day that do not interfere with general education curriculum and instruction, or access to electives, are the current barriers that are the focus for the 2022-23 school year.

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

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

<https://www.sd288.k12.id.us/financials>

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

The SWIP will be monitored in spring when student progress has been monitored throughout the year. If changes need to be made they will take place at that time.

Upload Files

- Files**
- o [IXL research.pdf](#)
 - o [WF700067_ESSA_Evidence_Overview_Saxon-Math_K-5_P\(1\).pdf](#)
 - o [EdReports_Reports Overview Open Up resources.pdf](#)

- [EL Education Research Documentation.pdf](#)
- [mathmatics in context research documentations.pdf](#)
- [Read Naturally Research.pdf](#)
- [Engage NY research.pdf](#)
- [Explicit instruction research.pdf](#)
- [RTI research.pdf](#)
- [Evidence-of-Impact PEAK.pdf](#)
- [Imagine Math Reserach Link.docx](#)

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.

