

BOVILL ELEMENTARY SCHOOL (0771)

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
Stacy Monk	Principal	smonk@sd288.org	<input type="checkbox"/>
Julia Proctor	Federal Programs Director	jproctor@sd288.org	<input type="checkbox"/>
Kym Fredrickson	Elementary Special Education Teacher	kfredrickson@sd288.org	<input type="checkbox"/>
Dani Jones	Parent	danijoneswhn@gmail.com	<input type="checkbox"/>
Kristy Johnson	General Education Teacher	kjohnson@sd288.org	<input type="checkbox"/>
Joshua Hardy	Superintendent/6-12 Principal	jhardy@sd288.org	<input type="checkbox"/>

Needs Assessment

School Leadership Team

The chair of the Schoolwide Plan team would be the Federal Programs Director. The team will meet on a yearly basis (in person or virtual depending on availability), 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 the 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 a review of the current SWIP, academic performance, and how funds are being used, and potential needs. If there is a concern about the students with the data then we would look into what interventions look like and do some changes to those and possibly the programs that we are using. We would be using research drive/evidence based programs that have been shown to increase student performance. The Federal Programs Director will be the communication link to families and other stakeholders.

School and Community

Bovill Elementary School is located in Bovill, Id with a population of 257. 25% of the student population are from low income families, 1.9 %

Multiracial and 98.1% White. (Information retrieved from the Idaho State Report Card for Bovill Elementary School 2022) 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

On the Idaho Reading Indicator 2022-2023, Bovill scored in the fall assessment at 50.6% proficient and on the spring assessment it was a 66.7%, which is an increase in 16.1%. In 2022-2023, on Istation Math assessments the school went from in September 60% overall math proficiency to 79% overall math proficiency in May.

Student Learning Needs

Bovill Elementary divided into two sets of teams this year to go over student learning and needs. The teams were Kindergarten and 1st grade, then 2nd and 3rd grade. The teams then met to discuss the students and their progress at least 2x a month. They also engaged in meetings with the paraprofessionals that provide interventions and support in their classes. Due to this set up, the teams were able to look into each student that was identified as at risk and develop a plan for that student to be given interventions and what those interventions looked like. If after further review, the teams decide there is a bigger component to the lack or gaps in student learning, they will form a team of teachers and admin to discuss possible root causes for K-5th grade. Then a decision can be made and brought the board about changes that need to be implemented in the future.

Core Curriculum

The current curriculum being used in grades K-3 are as follows: Math - Math in Context, Dreambox
 Reading: EL Education, Istation, Writing Revolution
 Writing: EL Education Spellography
 These curriculum materials were researched by

the teachers using different collaborative research sites and research studies. All curriculum is used with fidelity.

Core Instruction

The teachers at Bovill Elementary use a variety of different instruction methods. They all differentiate their small groups based on the needs of the students. They will provide all students the opportunity to have the general education curriculum, then during the same skill block they will then break up into small groups and provide differentiated instruction to support the needs of student learners. If students are showing minimal growth within that format, then the teachers implement a more intense intervention to meet that student/s needs. Students are normally grouped in small group by student need and where those students are at instructionally. All students are given the opportunity to have both general education instruction and small group instruction.

Alignment of teaching and Learning

There are 1 to 2 times a week that teachers are meeting as a whole team (K-3) to discuss how students are progressing, concerns, share ideas, and collaborate together. They engage in a PLC, and open communication is implemented. Due to having one teacher per grade level, there is collaboration and communication of learning going to and from all grade levels. The teachers also engage in weekly meetings with the paraprofessionals that assist in their classrooms and help provide interventions for students

Universal Screening

All students in Bovill Elementary School are screened using multiple assessment tools. For reading, the students are assessed using EL Education and Istation Reading. For Math, the students are being assessed using assessments from Math in Context and Istation Math. All students are screened monthly for universal screening. If students fall in a tier 2, then every 6-8 weeks, and if they are in tier 3 then they are monitored every 2-4 weeks (frequency of monitoring can be individualized). All assessment tools have a way to identify if a student is at risk. We give students interventions based on if they are falling in Tier 2/Tier 3 area for Istation. The teacher, administration, and special education teacher meet together quarterly (or more frequently based on need and students) to go over results of assessments and determine what level and type of interventions students will receive based off of all the data, classroom performance, and teacher observations. The teachers have a form that all assessment

information is stored on, but varies from teacher to teacher in format. The information is shared with parents at parent/teacher conferences in the fall and again in the spring. The assessment information is also reported on the report cards that get sent home with students. At each RTI meeting the team meets to follow-up on each student and then before the end of the school year, the team meets again to talk about who would be recommended for summer school and to be on watch for the following year.

Interventions are provided in the areas of math, reading, and writing. The interventions are differentiated on student need and where they are falling in the RTI framework. The school has a variety of programs to use in these interventions. All interventions are provided in small group or one-on-one, based on student needs and progress. Small groups are no more than 5 for Tier 2 and 2 for Tier 3. For reading, the programs used in interventions are Read Naturally, Istation, explicit instruction and support, SIPPS, UFLI, Read Naturally, Tools for Reading. For math, explicit instruction and support, FirstieMath and SecondMath, DreamBox, Imagine Math, and Istation Math. Explicit instruction is given through systematic, repeated instruction in the area the student is struggling in. The teacher uses manipulatives and then gradually eases out of using them. The teacher follows the model, representation, and abstract method for instruction and support. Teachers and paraprofessionals are involved in the planning and implementation of interventions for students. Students are progress monitored by using Istation for reading and Istation for Math, along with teacher observations and student work samples/performance. Students who are in Tier 2 and Tier 3 are progress monitored and frequency is determined by the RTI team. Paraprofessionals help give the progress monitoring assessments.

Tiered Instruction and Academic Interventions

Learning Time

School starts at Bovill Elementary at 8:35, recess at 9:45-10:00, Lunch/recess 11:05-11:50, Recess 1:30-1:45, school ends at 2:55. School is in session 5 days a week and a 172 days a year. The master schedule is developed at the beginning of the year to determine when interventions are provided and who is providing those interventions after universal screeners have been given. The master schedule for all classes is located in the office with the secretary. Interventions are based on the needs of the students and where they are place on the RTI tier.

If they are in a Tier 2, they get a minimum of 3 days of 20-30 minute small group interventions. If they are in a Tier 3, they get a minimum of 5 days 20-30 minute interventions in a small group or one-on-one. Summer school is offered to those students who have shown that they would regress in their skill level and retention of information over a period of time, such as Winter Break and Spring Break. This is documented by progress monitoring and observation before and after those breaks.

Non-Academic Student Needs

The school provides enrichment and engaging activities and speakers to come to the school to education students in non-academic areas. The school counselor is available to all students who need to extra support in the area of counseling and mental health. The high school students participate in Idaho Drug Free Youth, which come to Bovill Elementary and complete different activities and mentor the students 2 to 3 times a year.

Well-rounded Education

Bovill Elementary School offers classes in music, keyboarding, PE, art, social studies, science, reading, writing, and math. The school has open communication with the community and will send information home with the students about community activities/sports and sign up sheets for those activities/sports can be given and brought to the school for those activities. These activities can be cooking classes, 4-H, sports, jobs, and other opportunities from the community.

Additional Opportunities For Learning

Bovill Elementary is a K-3 school, additional opportunities for classes for post secondary education and the workforce are not available at these grade levels. The school will bring in, when available, guest speakers to talk with the students about different careers.

School Transitions

Bovill Elementary is a K-3 school, but also offers pre-school for ages 3 and up. The school participates/plans Child Find/Kindergarten Round Up every year in April to provide screening and a sign up for preschool and Kindergarten. The school also offers hearing, vision, and developmental screening for children under the age of 3 also. Students who will be entering Kindergarten the following school year are given the opportunity to shadow and participate in Kindergarten for 3 days at the end of the school year. This allows them to be introduced to the staff, routines, and get familiar with the building before transitioning the next year.

Professional Development

Bovill Elementary Teachers and Staff have a professional learning community and all meet frequently. They meet at least once a week, a whole staff meeting is conducted monthly. The K-5 teachers are doing a reading professional development course through the year. The paraprofessionals are invited to attend professional development opportunities in the areas that they are working on with the students, and have completed classes with the teachers on specific interventions and were involved in the books study with the teachers. Every summer the district offers training centered around needs of the district and PEAK, which is centered around student learning, strategies, classroom management, and our education philosophy. Due to the district not having English learner students, that would be available to any staff on an as needed basis.

Family and Community Engagement

The current district and school plan are all available to the community on the school website. They are reviewed yearly and revisions are made as needed. The schools have fall and spring conferences with parents, back to school night, bulletins that go home weekly with students. At the end of the school year, teachers send home information and summer resources to families and students. If there are students that would benefit from summer school or extra learning opportunities in the summer, a referral is made to the parents to have their children attend. Families are invited to attend field trips and other special activities.

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 have state certifications. If a position opens in the school for a teacher, the district advertises in multiple areas. The school district offers an environment that promotes the teachers feeling respected and involved in decision making.

Coordination and Integration With Other Programs

For Bovill Elementary the teachers and staff work together to provide both Title 1 services,

classroom interventions, and special education interventions.

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: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:	
1	Increase Reading Proficiency in Kindergarten through 3 grade	Reading scores across all grade levels will be above the state average for the testing year as shown by the Spring IRI scores and the ISAT ELA scores.	<input type="checkbox"/> 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"
1-1	Continue implementing general education reading curriculum - EL Education. Continue implementing interventions based in student need. Continue will team and para communication by having one to two meetings a week. Provide interventions with evidence based intervention programs. Provide summer learning opportunities and more professional development to instructional	Strong Evidence <input type="button" value="v"/>	Refer to attached documentation
			<input type="checkbox"/> Remove
Describe how the intervention will be monitored and evaluated for effectiveness.			
			<input type="checkbox"/> Remove

staff in the area of Literacy.

Need Description:

Increase Math proficiency in Kindergarten through 3rd grade

SMART Goal:

Math scores across all grade levels to 65% proficiency as measured by Istation Math assessments by the end of the school year.

Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy

Please include a detailed description of who is going to do what, where, when and people involved.

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.

Need 2

Continue implementing current general education curriculum and interventions when needed. Provide summer learning opportunities to students who would benefit from those opportunities. Continue will team and para communication by having one to two meetings a week. Provide opportunities for professional development in instructional strategies in the area of math.

2-1

Strong Evidence ▼

Refer to attached documentation

The teacher and paraprofessionals will meet on a weekly basis to discuss how the students are doing. At monthly staff meetings, the curriculum and how the students are responding will be addressed and monitored, each quarter there will be a RTI meeting where student progress using assessment data will be analyzed.

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

Increase communication and resources to be sent home for summer learning opportunities. Provide a summer school program to help reduce learning loss experienced over the summer and increase readiness for the next grade level.

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.org/transparency>

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

The schoolwide plan will be reviewed and updated/revised as needed during Leadership Team Meetings and then sent to parents who are identified on the stakeholders page for review and

approval. Once final approval has been given by all team members, the plan will be finalized and then uploaded to the website for public access.

Upload Files

Files

- [Evidence-of-Impact PEAK.pdf](#)
- [Building Blocks research.pdf](#)
- [RTI research.pdf](#)
- [Explicit instruction research.pdf](#)
- [Engage NY research.pdf](#)
- [Read Naturally Research.pdf](#)
- [mathematics in context research documentations.pdf](#)
- [EL Education Research Documentation.pdf](#)

- [ISAT](#)
- [IRI](#)

Math

2022-2023

Advanced Proficient Basic Below Basic

School	6.7 %	13.3 %	40.0 %	40.0 %
District	22.6 %	30.2 %	33.0 %	14.2 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	26.7 %	40.0 %	20.0 %	13.3 %
District	28.7 %	27.8 %	23.1 %	20.4 %
State	20.0 %	22.7 %	27.2 %	30.1 %

2020-2021

Advanced Proficient Basic Below Basic

School	11.1 %	38.9 %	33.3 %	16.7 %
District	19.2 %	35.6 %	25.0 %	20.2 %
State	18.1 %	22.2 %	28.2 %	31.5 %

ELA

2022-2023

Advanced Proficient Basic Below Basic

School	6.7 %	13.3 %	40.0 %	40.0 %
District	26.4 %	27.4 %	25.5 %	20.8 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	33.3 %	20.0 %	26.7 %	20.0 %
District	25.2 %	35.5 %	25.2 %	14.0 %
State	23.9 %	31.6 %	22.5 %	22.0 %

2020-2021

Advanced Proficient Basic Below Basic

School	11.1 %	5.6 %	66.7 %	16.7 %
District	21.9 %	30.5 %	39.0 %	8.6 %
State	21.9 %	32.6 %	23.5 %	22.1 %

Science

2022-2023

Advanced Proficient Basic Below Basic

School				
District	6.3 %	33.3 %	47.9 %	12.5 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

Advanced Proficient Basic Below Basic

School				
District	10.2 %	49.0 %	28.6 %	12.2 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2020-2021

Advanced Proficient Basic Below Basic

School				
District	0.0 %	0.0 %	0.0 %	0.0 %
State	0.0 %	0.0 %	0.0 %	0.0 %

IRI Fall

2022-2023

Proficiency

School	50.9 %
District	50.9 %
State	56.7 %

2021-2022

Proficiency

School	43.6 %
District	43.6 %
State	51.0 %

2020-2021

Proficiency

School	48.4 %
District	48.4 %
State	49.6 %

IRI Spring

2022-2023

Proficiency

School	66.7 %
District	66.7 %
State	66.6 %

2021-2022

Proficiency

School	70.6 %
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District 70.6 %

State 69.1 %

2020-2021

Proficiency

School 66.7 %

District 66.7 %

State 65.9 %

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.