

WAPELLO ELEMENTARY SCHOOL (0385)

Submitted by: mickj@d55.k12.id.us at 10/27/2021 10:24:14 AM

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. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Matt Noble	Principal	<input type="checkbox"/>
Becky Walker	Interventionist	<input type="checkbox"/>
Rishay Ackley	Counselor	<input type="checkbox"/>
Linda Dance	1st Grade Teacher	<input type="checkbox"/>
Emily Palmer	3rd Grade Teacher	<input type="checkbox"/>
Tonya Hanson	4th Grade Teacher	<input type="checkbox"/>
Kristine Schnittgen	5th Grade Teacher	<input type="checkbox"/>
Kelsey Evans	Parent	<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>The Wapello Elementary leadership team consists of the principal, interventionist, counselor, four classroom teachers and a parent. The principal chairs the team. The team meets on a bimonthly basis. The parent on this team is invited to attend when possible. The main 21-22 goal of the team is to implement the SWIP by updating the needs assessments and revising SMART goals for the 21-22 school year. This team is also responsible for monitoring this plan. Decisions regarding school governance are made by the principal with input from the leadership team. The team is encouraged to communicate with the rest of the staff on certain issues. This team communicates to the district through the building principal, who meets with district administration at least once per month. The principal meets with the superintendent three times per year for evaluation and to discuss school performance. Formative and summative assessment data is used to create intervention groups that may continually change as students demonstrate proficiency in standards-based skills during the school year. Teachers are encouraged to consistently use formative assessment with their students and make instructional modifications when necessary. Teachers are observed, and their data is analyzed to ensure decisions for intervention are based on evidence. All staff members are responsible for</p>
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	<p>communication with families. The school website is updated regularly, and teachers send notes, newsletters, and electronic communication on a consistent basis.</p>
<p>School and Community</p>	<p>Over the last three years the staff composition has been moderately consistent with a number of changes this year. We gained a full time counselor and saw changes in three certified personnel positions. As of the 2021-22 school year two-thirds of the certified staff have been a part of the school community for at least two years. The principal is in his second year at the school. District leadership has been consistent in composition in recent years. The school board has seen some change with two of the five members joining in the last election cycle.</p>
<p>Academic Achievement</p>	<p>Staff set goals to achieve a percentage of students categorized as proficient in ELA school wide in the fall of 2019, ISATs were not taken in the 2019-2020 school year due to a COVID-19 closure. As a result, this goal stayed the same for the 2020-2021 school year. Though we performed well in some areas during the 2020-2021, we know we can grow in school wide academic achievement results from the 2020-2021 school year. Hence, goals have been set to increase growth among students school wide in both math and ELA through Istation.</p>
<p>Student Learning Needs</p>	<p>Wapello Elementary has a system to screen and benchmark students three times per year. At the beginning of the year, students are screened by using Istation's benchmark assessment in grades K-5. We give benchmark assessments in the areas of English language arts and math, which provides teachers student data. These assessments flag students who may need additional support. Students are referred to the school RTI team and plans are put in place to assist these students. IRI and ISAT data are discussed with the principal and grade level teams each fall and appropriate goals are established based on the previous spring's data.</p>
<p>Core Curriculum</p>	<p>Wapello is using HMH's Into Reading curriculum in grades K-5 for English language arts and Pearson Realize enVisions for the core math program. Both programs are on Idaho's list of state approved curriculum. Great efforts are made to deliver core curriculum with fidelity to the extent that it supports the Idaho Core Standards. Students are grouped in homogeneous groups to receive general education instruction, and intervention students are grouped to meet individual needs. Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the building administrator. Lesson plans are also submitted regularly.</p>

	<p>Professional development has been provided by the district on a variety of core curriculum topics.</p>
<p>Core Instruction</p>	<p>Instructional staff are consistently adjusting their instruction based on informal/formal assessments and frequent summative assessments. Instruction is also adjusted based on monthly standardized progress monitoring using Istation assessments.</p> <p>Formative assessments include teacher observations, projects, classwork, and student feedback.</p> <p>All students receive grade level instruction along with approximately 90 minutes of allotted time for instructional level intervention in math per week. Some students, as identified by need, also receive ELA intervention instruction for up to 90 minutes per week.</p> <p>In an effort to provide opportunities to all subgroups of students, core instruction is delivered to all students, and appropriate intervention and enrichment are provided to meet the needs of all subgroups of students.</p> <p>Core instruction is differentiated to provide opportunities for students to reach proficient and advanced academic achievement levels. Teachers use a variety of grouping strategies to meet student needs.</p>
<p>Alignment of teaching and Learning</p>	<p>Teaching and learning are articulated by following district provided curriculum maps and meeting as grade-level PLC's.</p> <p>Grade level teams have been provided 60 minutes of common prep time per week for the purpose of collaborating regarding teaching and learning expectations at their respective grade levels.</p> <p>Due to aforementioned collaboration and fidelity to Idaho Core Standards, opportunities for grade level students to receive a consistent learning experience are able to be enhanced.</p> <p>Instructional staff consistently articulate needs, collaborate, and share resources in order to align laterally between grade levels.</p>
<p>Universal Screening</p>	<p>All students are screened at the beginning of the school year in English language arts (ELA) and math. All certified staff assess students in reading and math. Intervention groups and lesson planning are based on this assessment data. In Grades K-5, the students are assessed in language arts and math using Istation. These assessments are done bi-weekly or monthly depending on the recommendation for progress monitoring and for benchmarking in September, January, and May. National norms are used to identify students who are at-risk. Students performing below the 20th percentile are monitored, and interventions are recorded and reviewed to gauge their effectiveness. WIDA assessments are used to identify English learners who are at-risk. Students who</p>

	<p>perform below the 16th percentile are placed on an intervention plan that may lead to testing for eligibility of special education services. (This screening can be viewed by the attached cycle of work document.) This data is reviewed by teachers each month, and the leadership team meets and discusses and presents to the staff three times per year.</p>
<p>Tiered Instruction and Academic Interventions</p>	<p>Students are grouped according to their current understanding based on results of formative and summative assessments. The master schedule allows for a 60 minute common preparation between grade level teachers. The common prep time is the focal point of the professional learning community. Teachers can plan lessons and interventions during this time. During the school year this culture of collaboration has extended to members of different grade levels to work together to teach students at their instructional level. We provide interventions in language arts and math. The students receive approximately 90 minutes of instructional level interventions in math per week. Students in need of ELA intervention also receive ELA interventions in small groups. These interventions take place in the general education setting. The size of the group is dependent on many variables. Teachers use professional judgment when assembling groups. The majority of intervention materials being used are listed on the district curriculum diamond. Two part-time paraprofessionals are utilized to implement the interventions. They are under the direction of the certified teacher. Progress monitoring takes place bi-weekly and is monitored by each teacher and periodic monitoring by the principal. All students participate in progress monitoring.</p>
<p>Learning Time</p>	<p>The school year consists of 147 student-contact days, Monday-Thursday. Our normal schedule goes from 8:10 a.m. - 3:15 p.m. each school day.</p> <p>Grade-level schedules include approximately 90 minutes per week in math. Students identified as needing ELA intervention also receive up to 90 minutes of ELA intervention time.</p> <p>Students who are having difficulty attaining proficiency are provided with extended learning opportunities within the intervention and extension times during the instructional day. Students receive instruction in music, PE, library, and computer skills weekly.</p> <p>After meeting requirements, students are able to participate and have access to the school-wide Gifted and Talented Program weekly in all content areas.</p> <p>Students who participate in the Gifted and Talented Program have access to grade-level content standards.</p> <p>The staff will consistently monitor and assess students to determine if enrichment or remediation is sufficient.</p> <p>Wapello offers full-day kindergarten.</p>

	<p>Summer school is provided district-wide to migrant students. Summer school was also offered this last summer to students in need as identified by assessment data and teacher input. Our after-school program takes place from 3:30-5:00 during the school week and functions to help students with learning loss needs.</p>
<p>Non-Academic Student Needs</p>	<p>Each school year the staff is trained in identifying students experiencing homelessness and/or poverty. A full-time school counselor is available to support students. The district provides support for students with assistance from an EL Family/Home Liaison, a Migrant Family/Home Liaison, and an Indian Ed. Family/Home Liaison. We also have a McKinney-Vento partner that assists if needed.</p>
<p>Well-rounded Education</p>	<p>When possible, staff address well-rounded education by providing students with numerous opportunities such as: guest speakers, fairs, community events, field trips, holiday programs, and performance opportunities. Students are also provided with P.E., library, music, and keyboarding 30 minutes per class per week. Students are exposed regularly to science and social studies standards as part of our general education instruction.</p>
<p>Additional Opportunities For Learning</p>	<p>This is not applicable in a K-5 setting.</p>
<p>School Transitions</p>	<p>Our district currently has Tribal Head Start and a developmental preschool. Transition meetings for those students are held in the spring to determine appropriate kindergarten placement. Representatives of the sixth-grade school visit fifth-graders to explain school programs, elective classes, and procedures. In both of these settings, individual meetings are held for students with IEPs and iPlans in the spring prior to transition.</p>
<p>Professional Development</p>	<p>Teachers are provided regular opportunities to collaborate with grade-level partners. More prep time has been allocated within the master schedule for teachers to prep as well as discuss data and interventions. Teachers are able to reflect and improve on their instruction practices with students. Teachers create goals each year and work to meet them. The district has provided professional development for the literature program and annual keynote speakers. Additional professional development has been provided at the building level by administration or other district personnel throughout the school year. This year one point of focus for professional development at the building level will be focusing on John Hattie's Visible Learning for Teachers: Maximizing Impact on Learning. It is the expectation that all instructional staff attend professional development activities. Paraprofessionals have been able to participate in</p>

	<p>professional development as well. The majority of professional development sign-in sheets are kept by building administration.</p> <p>Professional development opportunities are communicated through email and staff meetings.</p> <p>Our interventionist is at the building during the morning hours of the day.</p> <p>The professional development activities are designed to improve delivery of classroom instruction when using the math, ELA, and intervention curriculum.</p> <p>Due to a low English Learner population, EL professional development is provided by the district upon request.</p>
<p>Family and Community Engagement</p>	<p>The district and building each have a parent-involvement policy in place. We have strong family support that is cultivated by an inviting culture. When possible, families are regularly invited and encouraged to visit and participate in classroom activities. Activities are planned throughout the year to increase family and community engagement.</p> <p>An annual family academic night, a back-to-school night, a Veteran's Day program, a Christmas program, an Idaho History program, a Mother's Day program, Grandparent's Day, Family Movie Night, Kolor Kraze, and a school-wide track meet are among the events that have been held.</p> <p>Bi-annual parent/teacher conferences are held.</p> <p>Staff members have participated in various events at local businesses to increase engagement with the community, such as McTeacher Night and A&W Share Night.</p> <p>Building administration meets with the parent association regularly to discuss community engagement.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>100% of certified teachers at Wapello Elementary meet state certification requirements. Leadership stipends are offered to teachers willing to accept particular additional responsibilities. Training is offered for college credit to re-certify or move across the salary schedule. Through Title II funding we reimburse \$500 worth of credits for each renewal cycle as well as reimburse the \$75.00 certification fee. Each new teacher is provided a mentor and/or instructional coach along with classes to help with starting the teaching profession.</p>
<p>Coordination and Integration With Other Programs</p>	<p>The Title I program is beneficial school-wide as it provides support for all students and staff. We also provide support for ELL and Migrant students. Staff is trained annually on bullying prevention, and students participate in a positive-behavior program school-wide. Many students participate in the free/reduced lunch program. At Parent-Teacher Conferences (PTC) we plan to explain to parents that we are a school-wide Title I school, and we discuss the programs, interventions, and family support we offer to all students who have an area of need. We allow time for questions and</p>

answers, and we conduct our Title I Needs Assessment at PTC every spring.

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 1	<p>Need Description: Obtain adequate growth in math in grades K-5.</p>	<p>SMART Goal: Students at Wapello will achieve growth in math by either: scoring a 3, 4, or 5 on their spring Istation benchmark, scoring a 4 or 5 on any Istation benchmark or progress monitor assessment, moving up a level at any point during the year on any Istation benchmark or progress monitor assessment, or obtaining satisfactory growth from Istation raw score as determined by teacher, administrator, and superintendent.</p>	<input type="checkbox"/> Remove		
	<p>Evidence-Based Interventions: Discussion Topics</p>				
	<p>Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p>	<input type="checkbox"/> Remove
	<p>1-1 Students are placed into skills-based or project-based intervention groups according to academic needs for close to 30 minutes a day three times a week.</p>	<p>Strong Evidence <input type="button" value="v"/></p>	<p>Standards are used to drive assessments that are given to assessment on a regular basis, providing quantitative data on performance.</p>	<p>Intervention groups are determined by performance on regular assessments given based on standards.</p>	
Need 2	<p>Need Description: Obtain adequate growth in English language arts in grades K-5.</p>	<p>SMART Goal: Students at Wapello will achieve growth in English language arts by either: scoring a 3, 4, or 5 on their spring Istation benchmark, scoring a 4 or 5 on any Istation benchmark or progress monitor assessment, moving up a level at any point during the year on any Istation benchmark or progress monitor assessment, or obtaining satisfactory growth from Istation raw score as determined by teacher, administrator, and superintendent.</p>		<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"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1	<div style="border: 1px solid black; padding: 5px;"> Students identified by need according to benchmark testing are placed into skills-based or project-based intervention groups according to academic needs for close to 30 minutes a day three times a week. </div>	<div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> Strong Evidence ▼ </div>	<div style="border: 1px solid black; padding: 5px;"> Standards are used to drive assessments that are given to assessment on a regular basis, providing quantitative data on performance. </div>	<div style="border: 1px solid black; padding: 5px;"> Intervention groups are determined by performance on regular assessments given based on standards. </div>	<input type="checkbox"/>
2-2	<div style="border: 1px solid black; padding: 5px;"> A reading rewards program has been introduced school wide. </div>	<div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> Promising Evidence ▼ </div>	<div style="border: 1px solid black; padding: 5px;"> More exposure to reading equates to more exposure to English language arts concepts. </div>	<div style="border: 1px solid black; padding: 5px;"> We hope to see growth in English language arts performance on standardized assessments. </div>	<input type="checkbox"/>

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

As a result of COVID impacting school closures and students' various aspects of well-being in the past couple of years, we face many different circumstances in learning gaps in students. Some students' learning was hindered more than others depending on their home-life situations and parents' abilities to reinforce learning at home.

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.bfsdwapello.org/>

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

Our Schoolwide Improvement Plan will be uploaded to our school website, be made known to all staff, and reviewed during the school year to assess performance.

Upload Files

Files

- [Wapello Bell Schedule.gsheet](#)
- [2021-2022 Blackfoot School District Calendar.pdf](#)
- [BSD PD 2021-2022.gdoc](#)
- [Instructional Handbook 2021.pdf](#)
- [McKinney-Vento Pamphlet.pdf](#)
- [Federal Programs Pamphlet.pdf](#)
- [Wapello 2021-2022 Compact.pdf](#)
- [Parental Rights and Involvement Policy.pdf](#)

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.

3/10/22, 10:15 AM

Submitted by: mickj@d55.k12.id.us at 10/27/2021 10:24:14 AM