

*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
Sara Richaredson	Teacher	<input type="checkbox"/>
Erma Hill	Staff member	<input type="checkbox"/>
Tresie Carter	Parent	<input type="checkbox"/>
Dotty Evanson	Capacity Builder	<input type="checkbox"/>
Terri Sorensen	Exec Direct. Support	<input type="checkbox"/>
Bob Hannah	Director of Learning	<input type="checkbox"/>
Wendy Eastman	Behavior Specialist	<input type="checkbox"/>
Amanda Skeen	Sped Teacher	<input type="checkbox"/>
Julie Bates	Counselor	<input type="checkbox"/>
Christy Jenkins	Technology Support	<input type="checkbox"/>
Rich Moore	Principal / Superintendent	<input type="checkbox"/>
Reed Spencer	Instructional Support	<input type="checkbox"/>
Patty Booth	Staff Member	<input type="checkbox"/>
Heather Bird	Community Member	<input type="checkbox"/>

## 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

<p><b>Need Description:</b></p> <p>No students have scored proficient or</p>	<p><b>SMART Goal:</b></p> <p>At least 30% of Stone Elementary students will score proficient or above on the 2019 ISAT math assessment. This will be an increase of 30% points in math.</p>
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above on the ISATs in math or ELA for the last three years.

At least 30% of Stone Elementary students will score proficient or above on the 2019 ISAT ELA assessment. This will be an increase of 30% points in ELA.

Remove

**Evidence-Based Interventions:** Discussion Topics

<p><b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p><b>What evidence level of criteria does this strategy meet?</b></p>	<p><b>How the intervention meets the definition of "Evidence Based"</b></p>	<p><b>Describe how the intervention will be monitored and evaluated for effectiveness.</b></p>	<p><b>Remove</b></p>
<p>Math: Eureka Math was adopted for the 2018-19 school year for K-3. Implementation with fidelity is a focus for this year. This will be accomplished by using consistent instructional monitoring through a camera system installed between Stone Elementary and the principal's office in Malad. The principal will remotely observe teaching (just as in a walk through or formal observation) on a consistent basis during times set up with the teacher. The teacher will also observe teachers in Malad and conference with them on Eureka Math implementation. Materials needed to implement the program will be identified, purchased and organized for efficient use. We know we need a color printer for the student materials to be implemented correctly. Also, implementation will be aided by the use of large screen TVs and iPads in each classroom to aide the teacher and paras in showing the students</p>	<p>Strong Evidence</p>	<p>Even after the independent nonprofit EdReports.org revised its review criteria and re-reviewed 17 different low-scoring K-8 math curricula, Eureka Math remains the only curriculum that received "green lights" for all grades.</p> <p>"In all, just one curriculum series stood out from the pack. Eureka Math, published by Great Minds, a small Washington, D.C. based nonprofit organization, was found to be aligned to the Common Core State Standards</p>	<p>Eureka Math is actually the core math program, because it is new for Stone for 2018-19 and implementing it with fidelity is central to improved student achievement in math, we have included it in the plan. Students will be benchmarked monthly in math using iReady for overall math growth. Reports in iReady will document growth and achievement level. Mid-module and end-of-module scores in Eureka will be monitored as well by the</p>	<p>Remove</p>

appropriate examples of how to use the program.

at all grade levels reviewed," wrote Education Week at the time of the initial review in March 2015.

teacher. iReady data and data from the modules will be used to determine students needing intervention.

Small-group instruction for students K-3 falling in the "red zone" on iReady monitoring in ELA and math, or missing key concepts on mid-module and end-of-module assessments in Eureka. Reading Street assessment data and iStation benchmark data will also be used to identify students needing intervention in reading.

Moderate Evidence

Hattie effect size of .47 for small group instruction (hinge point indicating one year growth is .4).

Small group instruction by a teacher or a para has been built into the schedule for interventions in math and reading for K-3. The teacher will organize groups, based on iReady progress monitoring and module assessments in math; and iReady, iStation and Reading Street assessment data in reading. The instructional coach will help with implementation. These intervention sessions will be for 15 minutes daily with the teacher or a para. Groups will be built based on the skills students

need to work on and will be fluid based on at least monthly assessment data.

Hattie:  
Technology with elementary students 0.44  
  
The Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 Smarter Balanced Assessment Consortium. The research found a high correlation between i-Ready Diagnostic and the Smarter Balanced Assessment Consortium. i-Ready was also shown to accurately predict end-of-year proficiency rates.  
2016  
Correlations between Spring i-Ready Diagnostic and Smarter Balanced

Monitoring of i-Ready reports will be done by

iReady computer interventions will be set up for all students K-3. This will require all students to have a one-to-one device and will allow students to work independently on appropriate skill level material in reading and math. Students will work for 15 minutes each day in reading and 15 minutes daily in math. The schedule of when students are on their devices will be set up by the teacher and implemented by the teacher or para. Reports will be shared with parents and are color-coded, so we will need a color printer.

Strong Evidence

Assessment Consortium  
The strong correlations between the spring i-Ready Diagnostic and the 2016 Smarter Balanced Assessment Consortium— with overall correlations of .85 for ELA/Literacy and .88 for Mathematics for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 minimum threshold for correlations. Comparison of predicted and observed proficiency rates for 2016 Smarter Balanced Assessments Comparison of predicted and observed proficiency rates for 2016 Smarter Balanced Assessment Consortium Curriculum Associates partnered with leading academics to

the teacher weekly to check for progress by each student. Students not making adequate progress will meet with the teacher or a para and steps will be taken to get the student back on track. The reports show how the student is doing compared to "expected" growth and also "stretch" growth. Students not making at least "expected" growth will receive additional intervention with the teacher or a para for 15 minutes daily.

develop a regression-based model for predicting SBAC proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate. Comparison of predicted and observed proficiency rates for 2016 Smarter Balanced Assessments chart is available.

Regular routines and a set schedule will be established for 2018-19. Because of the multi-levels being taught and the fact that there is only one teacher and 2 part-time aides, one-on-one devices for independent learning are needed. The teacher and paras will develop an efficient schedule keeping students on task and learning at appropriate levels in math and reading.

Moderate Evidence

Classroom routines can positively affect students' academic performance as well as their behavior (Cheney, 1989; Vallecorsa, deBettencourt, & Zigmond, 2000); therefore, one proactive strategy is for teachers to adopt a consistent classroom routine.

The Stone Elementary staff will develop the schedule and routines. The Leadership Team will regularly discuss with the staff how the schedule and routines are going. The academic progress of students will be monitored by the Leadership Team at least monthly.

Hattie:  
0.44 Technology with Elementary Students; 0.16

one on one laptops

One-to-One Laptop Initiatives Boost Student Scores, Researchers Find  
By Benjamin Herold on May 11, 2016 8:31 AM

Efforts by K-12 schools to give every student a laptop computer increased student achievement and gave a modest boost to their "21st century skills," according to a first-of-its-kind meta-analysis of 15 years' worth of research studies.

"It's not like just providing a laptop to every student will automatically increase student achievement, but we find that it's the first step," said Binbin Zheng, an assistant professor of counseling, educational psychology, and special

The IT department will monitor use of the software programs available to students. iReady math and reading will be used by all students K-3 for 15 minutes in each, daily. The teacher will monitor reports weekly to make sure students

One-to-one devices for the individualized implementation of specific software for K-3 are needed because of the multi-levels being taught.

Moderate Evidence

education at Michigan State University.

are progressing on track.

Using statistical techniques to analyze already-completed studies, Zheng and her colleagues found that 1-to-1 laptop programs on average had a statistically significant positive impact on student test scores in English/language arts, writing, math and science. The limited number of rigorous quantitative studies available to analyze mean that those findings are not definitive, but they are clearly a good sign for 1-to-1 proponents and underscore the need for more study, Zheng said.

Math & ELA Interim Blocks will be used by the 3rd grade students. Exposure to the interims will provide students with experience using Smarter Balanced tests which will help prepare them for the ISATs. The teacher will align the interims with concepts in the curriculum and insure that

Hattie: 0.54  
Practice Testing  
0.79 Deliberate  
Practice

Student participation in interim blocks will be monitored in Airways by the Leadership Team monthly. Data will be



students are assessed on at least five interims in math and 5 in reading before ISAT testing in April. Involving students and parents in understanding interim scores will be done using the iPad, TV and interim reports (again, the need for a color printer). Instruction can then be focused on areas of need.

Moderate Evidence

Also, see Smarter Balanced Interim Assessment Overview in the ISAT portal.

examined and student needs addressed by the team. The goal will be to have all students at least in the "At or Near Proficiency" column.

Token economy for academic achievement and behavior will be set up by the principal and executed by the teacher and paras for all students K-3. Students will begin each half day with an allotted amount of "classroom money." The money will be increased or decreased based on behavior and academic effort as determined by the teacher. Weekly store time will allow students to purchase items with their money.

Moderate Evidence

Hattie:  
0.62 effect size;  
Classroom behavioral;  
0.42 Motivation  
0.34 Decreasing Disruptive behavior;  
0.35 Classroom Management;

Students will participate in a weekly store to redeem earned money. Success of the program will be determined by the amount of money earned by students and the amount of "decrease" marks given weekly by the teacher and/or paras.

Professional Development is vital to teacher and para growth, particularly for an isolated staff. Communication with grade level teams in Malad is needed and technology can be used to help strengthen this interaction. iPads and TVs will be used to facilitate FaceTime PLCs with Malad. The teacher will also attend state PBIS training and then collaborate with Malad teachers on implementation. With technology the staff can participate in Eureka collaboration, iReady training and collaboration as well as other day-

Moderate Evidence

Hattie:  
0.4 Professional Development

Teachers are required to participate in professional development and are compensated for their time. Virtual grade level PLCs will provide a time for the staff to ask questions, compare student achievement and learn from others. These PLCs will

in-day-out happenings/concerns with students and achievement.

happen monthly and minutes will be turned into the superintendent.

Collaborate with teachers at Malad Elementary, as mentioned in the professional development strategy, can happen with the help of technology. iPads and TVs will make the process efficient. PLC meetings scheduled in Malad will include the Stone staff. They will join the meetings virtually at least monthly.

Moderate Evidence

Hattie: Collective Teacher Efficacy 1.57 (Collaboration with Malad is just beginning, so we really aren't at the "strong evidence" level yet. We will see how it grows.) Research Shows Teacher Collaboration Helps Raise Student Achievement by Laurel Killough on September 30, 2011 Research suggests that collaboration with colleagues around student instruction is an essential part of every teacher's job and results in rising student achievement. These are the findings Carrie R. Leana, a professor of organizations and management at the University of Pittsburgh, writes about in the fall

Scheduled PLC time with Malad Elementary teachers will take place at least monthly and minutes of those meetings will be turned into the superintendent.

2011 issue of the Stanford Social Innovation Review.

An instructional coach can provide support for teacher instructional improvement based on recommendations by the administrator and collaboration with the teacher. This support is needed because of the remote situation the Stone School is in. As the teacher collaborates with grade level teachers in Malad during PLCs and shares various practices with them, she will learn of strategies she wants to implement. The instructional coach can then offer support as the teacher tries new strategies.

Moderate Evidence

Hattie: Professional Development Programs 0.41

The instructional coach will visit physically at least monthly and virtually as needed. Teacher growth will be documented and evaluated in the district teacher evaluation model (Danielson).

Increased communication with parents and families is needed. The parent rep on the Leadership Team will produce a monthly Newsletter that will go out to all families reporting on what is happening at Stone Elementary. She will get information from the teacher, paras, Leadership Team and others at the school.

Moderate Evidence

Hattie: Parental Involvement 0.50

The parent rep on the Leadership Team will produce a Newsletter each month. She will get input from the teacher and the paras concerning curriculum and other "news" items. Parents will be surveyed at mid year to see if they are receiving and using the newsletter. Their input will be considered.

Timely instructional feedback is needed at Stone Elementary. A

Camera Monitoring System would allow for virtual, timely feedback to the teacher on instructional practice. Stone is a rural school with a student population of 14 students and is 45 minutes away from the other buildings in the district. The staff consists of one teacher and two-part time paras. The superintendent serves as the building administrator. Generally, he is able to get out to the school once a week for a few hours. This does not provide enough time to monitor instruction on a regular basis like walk-throughs and regular observations do. This proposed system would be able to zoom in, pan out, and rotate from one side to the other. This system would place a classroom monitoring camera into each instructional area so instruction can be remotely monitored on a more frequent basis, so timely and frequent feedback can be given, just like walk-throughs and scheduled observations. The superintendent would work with the teacher on determining time frames for the virtual walk-throughs and observations. This strategy will be implemented in 2019-20.

Strong Evidence

Hattie:  
Micro Teaching/Video Review of Lessons 0.88 Professional Development 0.41 Providing Formative Evaluation 0.48 Feedback 0.70 (Hattie actually gives this effect size based on teacher to student feedback. We are looking at administrator to teacher feedback. We expect there is a correlation.)

The superintendent would conduct virtual walk-throughs or observations at least twice a week. Teacher instructional growth would be monitored using the district "Teacher Evaluation Model" which is based on Danielson.

Scott Foresman Early Reading Intervention is based on Project Optimize, a five-year longitudinal research study by Dr. Edward J. Kameenui and Dr. Deborah C. Simmons. It identifies at-risk children in

Students needing the intervention will be monitored with ERI

ELA: ERI Reading Street is the early learning intervention strand of the core reading program. The program will be used with K-1 students who need small group intervention in reading.

Moderate Evidence

kindergarten and grade 1 and provides intervention to improve reading achievement. Research shows 97% of kindergarten children who were taught with our program experienced faster achievement rates and were able to sustain that level of achievement into second grade.

assessments as well as Ready and Station progress monitoring. Data will be reviewed at least monthly to insure appropriate student growth.

ELA: Increased reading motivation and opportunities to read are needed for students outside of the Core Curriculum. The school has Accelerated Reader (AR) licenses, and would like to purchase incentive items and new books for the library that coordinate with AR. The staff will determine appropriate books that interest the students and identify and purchase incentive items that are appropriate for students K-3. A motivation program will be set up by the staff which include new books, incentives for points earned on AR and color reports showing student growth.

Moderate Evidence

Hattie:  
Exposure to reading 0.43  
Motivation 0.42  
Acceleration Programs 0.68  
Enrichment Programs 0.53  
Technology in reading/literacy 0.29  
Technology with elementary students 0.44

AR benchmarks will be set based on number of books read and growth will be monitored once the new books and incentives are in place. Student reading achievement growth will also be monitored from "Pre-New books and incentives" to "Post-New books and incentives." Student growth will be visually shown to students using color reports

**2. Identify the resources needed to implement the above Intervention Strategies.**

Financial Resource Inequities/Equities Support Comparison

Stone Elementary is a small rural k – 3 school. It has been the decision of the Oneida School Board to keep this school open for younger students due to the hour long bus ride to and from school. The comparison chart below indicates that the teacher / student ratio and Classified staff ratio is better at Stone. However, other factors indicate a discrepancy in some resources such as new library books, some learning software, new curriculum implementation, and one to one devices. This year, efforts have been made to improve Stone student access and implementation to learning software, curriculum, and one to one devices. These upgrades are (in part) based on receiving funding from the state for program improvement.

Category Stone Elementary Malad Elementary

Certified teacher FTE ratio 1 : 14 1 : 19

Classified Staff FTE Ratio 1 : 14 1 : 29

Technology resources One computer lab – no one to one devices One computer lab - one to one devices for 3rd through 5th grade.

Secretarial support 0 (shares sec. with Malad elem.) 1 FTE

Administrative support 0 ( superintendent serves as admin) 1 FTE

Title I funding \$0 \$97,000

Library book funding \$0 No Librarian \$700 + 7 hour staff position

School Supply \$36 per student \$36 per student

Access to support staff No counselor, limited access to technology assistance Part time counselor, quick access to technology assistance.

Student Learning Software Past teacher did not access learning software Full implementation of student learning software

New curriculum implementation Past teacher did not fully implement new curriculum in math and Lang Arts Full implementation of math and Language Arts curriculum

Resources Needed to Implement Plan: Library books, Reading Incentives, Math Materials, Token Economy Items, Chrome Books, iPads, Large screen TVs, iReady Licenses, Cameras, Video Recorder, Color Printer. Items are itemized in budget.

**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.**

oneidaschooldistrict.org

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

The Leadership Team will review the Schoolwide Improvement Plan (SWIP) monthly, as well as student assessment data. Discussion will center on how well elements of the plan are being implemented and how student achievement is looking.

# 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.

Submitted by: rich.moore@malad.us at 1/15/2019 2:43:23 PM