

RICHARD MCKENNA CHARTER SCHOOL - ONLINE (0870)

Submitted by: jwood@rmckenna.org at 10/26/2023 3:30:23 PM

Approved by: pdalrymple@edu.id at 10/26/2023 3:35:12 PM

*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
Dennis Wilson	Superintendent	dwilson@rmckenna.org	<input type="checkbox"/>
Jonathan Wood	Online Program Principal	jwood@rmckenna.org	<input type="checkbox"/>
Kim Flick	SPED Director	kflick@rmckenna.org	<input type="checkbox"/>
Irene Garza	Academic Advisor	igarza@rmckenna.org	<input type="checkbox"/>
Jessica Morrison	Business Manager	jmorrison@rmckenna.org	<input type="checkbox"/>
Leticia Moyett	Community Member	letymoyett@yahoo.com	<input type="checkbox"/>
Kylee Bendorf	Intervention Program Lead	kbendorf@rmckenna.org	<input type="checkbox"/>
Brooks Hill	Teacher	bhill@rmckenna.org	<input type="checkbox"/>
Anna-Marie Robertson	Teacher	arobertson@rmckenna.org	<input type="checkbox"/>
Karyli Peterson	Testing Director	kpeterson@rmckenna.org	<input type="checkbox"/>
Keelie Campbell	Leadership Team Lead	kcampbell@rmckenna.org	<input type="checkbox"/>
Kristi McBride	Teacher	kmcbride@rmckenna.org	<input type="checkbox"/>
Mark Peterson	Teacher	mpeterson@rmckenna.org	<input type="checkbox"/>
Rob Sauer	Parent	robsauer2662@gmail.com	<input type="checkbox"/>

Needs Assessment**School Leadership Team**

The Richard McKenna Online Leadership Team has been established to oversee the improvement process of the school and work together to identify/implement strategies that will assist the school in meeting the needs of the students.

The team is made up of teachers, administrators, support staff and community representation. Two teacher team leaders lead the team at their monthly meetings. The agendas are a reflection of the items identified by the group and the reviewed data needing attention. The administrators on the team is the district Superintendent, which allows for direct communication to the district level and the online program principal, which allows for direct communication to school faculty and staff.

School and Community

The Richard McKenna Online Leadership Team has been established to oversee the improvement process of the school and work together to identify/implement strategies that will assist the school in meeting the needs of the students.

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Academic Achievement

2023 Math ISAT proficiency was 8.3%. It was 8.3% in 2022. This is an area we are targeting for growth. For the 23-24 school year, we have added additional layers of intervention targeting math proficiency. Students are placed in these interventions based on MAP testing scores. In addition, all math teachers completed 30 hours of professional development during the 2022-23 school year.

ELA Proficiency was 75% in 2022 and 72.7% in 2023. For the 23-24 school year, we have added additional layers of intervention targeting ELA proficiency. Students are placed in these interventions based on MAP testing scores. ELA Proficiency far exceeds the state proficiency of 52.2% in 2023

The preliminary graduation rate for the online program for 2023 is 65%. This is an increase from 62% in 2022 and 57% in 2021. These numbers represent steady growth in the graduation rate. We attribute much of this growth in graduation rates to our Early Warning System.

For the 2023-24 school year, we have expanded our intervention practices to have both behavioral and academic interventions and three tiers of intervention for both areas. We expect to see continuing improvement in both graduation rate and ISAT Performance.

Student Learning Needs

The specific learning needs identified within our online student populations is the mathematics ISAT proficiency. In response to this need we have established an intensive math intervention program based on the successful IXL program.

This program will target the school's most challenged students. In addition, the school has established a program where all students will participate in the Imagine Math program provided by the Idaho Department of Education each week.

Core Curriculum

Because Richard McKenna is online and uses an asynchronous model, instruction is completed by providing lesson materials in the form of videos, recorded lectures/presentations, reading assignments, and infographics. In addition, our low student-teacher ratio allows for teachers to have one-on-one meetings with students to reinforce lesson content and address student questions. Currently, 60-70% of course materials are written content that students must read. Faculty could benefit from recurring professional development opportunities to teach specific technologies they can use to make lessons more interactive, media rich, and effective as well as time to implement some of these technologies into their lessons. These additional modes of content delivery could reinforce written lesson material for students who struggle with reading comprehension and provide a more interactive and engaging experience for students.

Core Instruction

Modifying assessments and lessons is easy for teachers so they can adjust instruction and assessment to meet the needs of students. Richard McKenna focuses on using projects in assessments, not basic quizzes, worksheets, or multiple choice types of assignments. Assessments allow for teachers to modify expectations for students on IEPs as well as adjust for students who wish to experiment a little bit with a project that they wish to do a bit differently. Students are not "grouped" because each student undertakes their learning independently. Teachers review student 504s and IEPs and work with students individually to provide the best outcome for the student. Some work could be undertaken to address issues with universal access difficulties. For instance, transcripts of audio/video could be added to lessons for students with auditory impairments or who are still learning English--especially spoken English.

Alignment of teaching and Learning

Core subjects are created around the Idaho Core Standards. Subject Matter teachers meet, as needed, to discuss, develop and implement courses. The school's LMS allows teachers to identify specific learning standards for each

lesson, ensuring that all standards are met during a course.

Universal Screening

Richard McKenna Online School uses a variety of screening methods to determine the At-risk status of each individual student. The school reviews grades and credits earned to determine the graduation progress of the student. If the student has failed to earn enough credits then the student is identified of being At-risk of not graduating on time.

The school has also implemented the use of the NWEA-MAP. This assessment is given upon enrollment in the Richard McKenna Online programs, and quarterly throughout the year to monitor progress. The results of the assessment indicates the level at which the student is performing as compared to a national norm, as well as their progress.

Tiered Instruction and Academic Interventions

The Richard McKenna Online programs fully deploy a tiered intervention system for the 2023-24 school year.

At Tier 1, all students will participate twice weekly in the Imagine Math program.

At Tier 2, students will be assigned to an intervention teacher in Math or ELA as needed. Students will work closely with their intervention teacher, who will tailor their program to their needs and facilitate their participation in the IXL learning platform.

Learning Time

A full time student can take 2 courses every six weeks. Course time is about 3 hours per day per course. Dual enrolled students may take one course every six weeks. Teacher contact information is posted on the student page for easy access. We do have a Math help desk (math tutor) who is available to offer extended help. Extensions on courses are offered by teachers as an on need basis.

Non-Academic Student Needs

Special Education, Intervention team mentoring student behaviors, Academic advising

Well-rounded Education

Richard McKenna offers all core classes required for graduation as well as a few electives in technical skills and the arts. Some core subject areas also offer courses such as creative writing, art history, music appreciation, etc. Because we are an online school, we do not offer extra-curricular activities or programming. Many students who come to us are not interested in the “traditional” experience; they wish to focus on earning credits and their diplomas.

For the 2023-24 school year, will be offering courses that can lead to industry-respected certifications so students can learn and prove their knowledge of skills needed in the workplace.

Additional Opportunities For Learning

Students who meet RMCHS criteria are offered Advanced Opportunities, fast forward funds. We offer a Career Explorations/Senior project course, this requires our students to volunteer in the community. Our students are invited to attend the National College Fair, College Campus Visits and our FAFSA family night at our onsite school. The school also offers programs for work-experience in the job market.

School Transitions

Currently the Richard McKenna online program has no school transitions. The district is made up of 3 programs. Other than the online program, the district has an elementary program serving grades K-8 and a high school program for grades 9-12. New students transitioning into the online program complete a week-long orientation course that familiarizes them with school policies and expectations, the school's LMS software, and Google Apps (which are used regularly in all courses).

Professional Development

Teachers participate in a day long professional development session in August prior to the school year beginning. For the 2023-24 school year, teachers will also participate in ongoing Professional development 3 more times during the year. PD programming is determined by using surveys of teacher needs and evaluating student data. Other professional development opportunities are extended to full-time instructors on an individual basis and based on the need of the instructor.

Family and Community Engagement

Weekly progress reports are emailed. Parents have their own login to view their child's page, parents can view the 4 year graduation plan and have input in course scheduling. Parents have access to teacher contact information. A Parent Survey is sent out. The school also communicates through social media and for the 2023-24 school year plans to implement "pop-up" events to bring online students and families together for social engagement with fellow students and teachers.

Recruitment and Retention of Effective Teachers

Teacher retention for the Richard McKenna Online program is high. Teachers enjoy the structure of the program and the freedom to interact with students on their schedule. When hiring new teachers, job postings are posted and

qualified candidates are invited to be interviewed. The interview is conducted by a panel of administrators and veteran teachers and the panel then collaboratively selects candidates.

Richard Mckenna does not receive any federal funding. All funding for school improvement activities will be through the district's general budget.

Coordination and Integration With Other Programs

Plan Components

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

Prioritized Needs

Need	Need Description:	SMART Goal:	
1	Fully Deploy a behavioral intervention of Mentor Teachers focusing on skills for academic success such as organizing time, meeting deadlines, and supporting student needs.	Through the implementation of the behavioral and academic intervention systems, the regular online program will improve the graduation rate from 63% to 69% for the 2023-24 school year.	
Evidence-Based Interventions: Discussion Topics			
	<p>Intervention Strategy</p> <p># <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 the intervention will monitor, evaluate, and effectiveness</p>
1-1	The intervention program developed is pairs students with a teacher-mentor who will meet weekly with students to assist the student in organizing their weekly goals, preparing for deadlines, and evaluating progress in courses and toward graduation. Mentor teachers will submit	<p>Strong Evidence <input type="checkbox"/></p> <p>Studies provided by National Center for Education Evaluation and Regional Assistance.</p> <p>Faria, A.-M., Sorensen, N., Heppen, J., Bowdon, J., Taylor, S., Eisner, R., ... American Institutes for Research (AIR). (2017). Getting Students on Track for Graduation: Impacts of the Early Warning Intervention and Monitoring System after One Year. REL 2017-272. Regional Educational Laboratory Midwest. Regional Educational Laboratory Midwest. Retrieved from https://files.eric.ed.gov/fulltext/ED573814.pdf</p> <p>Frazelle, S., Nagel, A., Regional Educational Laboratory Northwest (ED), National Center for Education Evaluation and Regional Assistance (ED), & Education Northwest. (2015). A Practitioner's Guide to Implementing Early Warning Systems. REL 2015-056. Regional Educational Laboratory Northwest. Regional Educational Laboratory Northwest. Retrieved from https://files.eric.ed.gov/fulltext/ED552306.pdf</p>	<p>The acad intervention lead will monthly intervene teachers to discuss st progress evaluate effective the progr</p> <p>The Early Warning System (I team mee monthly t evaluate : progress graduation well as ev student n and facili connectir students</p>

documentation of these meetings to the EWS team already established and the program principal.
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the service they might receive in the school such as academic intervention, mentor teacher, or SPEC-EI services,

The program principal will review progress reports submitted by the mentor teacher and the academic records/progress of selected students weekly.

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

All monetary needs will be met by the district's general fund. We have budgeted for these program improvements.

For the 2023-24 school year, we have expanded the tiers of our intervention system and divided interventions into both academic interventions and behavioral interventions. Both intervention systems have three tiers, with the highest tiers including weekly one-on-one work with students identified for intervention.

For the 2023-24 school year, PD of all instructional staff will focus on the intervention plan and skills working with challenged students, particularly in the online environment.

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.rmckenna.org/Board-of-Directors>

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

A Leadership team has been established by the school to meet monthly to monitor the progress of each student identified as at-risk

Upload Files

Files

- [ISAT](#)
- [Graduation Rate](#)
- [English Learner Progress](#)
- [College/Career Readiness](#)

Math

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	8.3 %	45.8 %	45.8 %
District	7.6 %	17.9 %	37.5 %	37.0 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	0.0 %	8.3 %	58.3 %	33.3 %
District	6.6 %	17.8 %	34.2 %	41.4 %
State	20.0 %	22.7 %	27.2 %	30.1 %

2020-2021

Advanced Proficient Basic Below Basic

School	2.8 %	16.7 %	36.1 %	44.4 %
District	3.8 %	12.7 %	41.1 %	42.4 %
State	18.1 %	22.2 %	28.2 %	31.5 %

ELA

2022-2023

Advanced Proficient Basic Below Basic

School	40.9 %	31.8 %	22.7 %	4.5 %
District	19.1 %	37.0 %	26.0 %	17.9 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	37.5 %	37.5 %	20.8 %	4.2 %
District	22.4 %	36.2 %	28.3 %	13.2 %
State	23.9 %	31.6 %	22.5 %	22.0 %

2020-2021

Advanced Proficient Basic Below Basic

School	27.8 %	47.2 %	13.9 %	11.1 %
District	15.7 %	30.2 %	30.2 %	23.9 %
State	21.9 %	32.6 %	23.5 %	22.1 %

Science

2022-2023

Advanced Proficient Basic Below Basic

School	3.6 %	46.4 %	32.1 %	17.9 %
District	7.7 %	33.7 %	35.6 %	23.1 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

Advanced Proficient Basic Below Basic

School	2.5 %	35.0 %	52.5 %	10.0 %
District	3.7 %	35.8 %	49.5 %	11.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2020-2021

Advanced Proficient Basic Below Basic

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

State 0.0 % 0.0 % 0.0 % 0.0 %

2021-2022

Four-Year Graduation Rate

School 62.1 %
 District 43.5 %
 State 79.9 %

2020-2021

Four-Year Graduation Rate

School 57.5 %
 District 36.5 %
 State 80.1 %

2019-2020

Four-Year Graduation Rate

School 57.7 %
 District 32.8 %
 State 82.1 %

EL Proficiency

2022-2023

Percent of EL Students Reaching Proficiency

School 0.0 %
 District 27.3 %
 State 8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School 0.0 %
 District 0.0 %
 State 10.0 %

2020-2021

Percent of EL Students Reaching Proficiency

School 0.0 %
 District 0.0 %
 State 10.1 %

EL Progress

2022-2023

Percent of EL Students Making Progress

School 0.0 %
 District 50.0 %
 State 55.9 %

2021-2022

Percent of EL Students Making Progress

School 0.0 %
 District 50.0 %
 State 50.5 %

2020-2021

Percent of EL Students Making Progress

School	0.0 %
District	0.0 %
State	48.1 %

2022-2023

Participation in College and Career Readiness Courses

School	44.9 %
District	40.0 %
State	80.4 %

2021-2022

Participation in College and Career Readiness Courses

School	43.6 %
District	41.0 %
State	80.0 %

2020-2021

Participation in College and Career Readiness Courses

School	58.2 %
District	54.4 %
State	81.5 %

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.

Submitted by: jwood@rmckenna.org at 10/26/2023 3:30:23 PM