

RICHARD MCKENNA CHARTER SCHOOL - ONLINE ALTERNATIVE (0871)

Submitted by: dwilson@rmckenna.org at 11/4/2024 9:39:29 AM

Approved by: pdalrymple@edu.id at 11/22/2024 5:55:15 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	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"/>
Anna-Marie Robertson	Online Curriculum Design Director	arobertson@rmckenna.org	<input type="checkbox"/>
Brooks Hill	Teacher	bhill@rmckenna.org	<input type="checkbox"/>
Mark Peterson	Teacher	mpeterson@rmckenna.org	<input type="checkbox"/>
Kelly Harwood	teacher	kharwood@rmckenna.org	<input type="checkbox"/>
Robby Sauer	Parent	rsauer@rmckenna.org	<input type="checkbox"/>

Needs Assessment

School Leadership Team

The Richard McKenna Online Alternative 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. The team is led by the school principal, who sets the agenda for monthly meetings. Teacher-leaders assist in leading meetings and with designated roles. The team frequently breaks up into subcommittees that are led by members of the leadership team. The agendas are a reflection of the items identified by the group and the reviewed data needing attention. The charter Superintendent also sits on the team, which allows for direct communication to the highest charter level. Minutes of each meeting are taken and sent to all faculty within a week of the meeting and reviewed at subsequent meetings.

School and Community

Richard McKenna Charter School's online programs have undergone multiple changes over the last four years, including the establishment of a new academic intervention lead and two subject-area academic intervention teachers and the creation of a new online program administrator/principal focused on the online programs.

The online program's monthly leadership team meetings with stakeholders to evaluate and discuss the school's progress toward goals. The online programs also conduct monthly EWS meetings to monitor and support student behaviors and academic progress.

The SOAR mentorship program is designed for our most vulnerable students to improve academic outcomes through weekly one-on-one contact with an advisor through phone calls, Google Meets, and text messaging allowing individual support as well as weekly goal setting towards course completion and graduation.

Academic Achievement

2024 Math ISAT proficiency was 8.8%. It was 3% in 2023. This is an area we are targeting for growth. For the 24-25 school year, we have continued 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 43.4% in 2023 and 50% in 2024. For the 24-25 school year, we have continued intervention targeting ELA proficiency. Students are placed in these interventions based on MAP testing scores. ELA Proficiency is below the state proficiency of 52.2% in 2023; however, the state proficiency rate includes all students, not just At-Risk students.

The preliminary graduation rate for the online alternative program for 2024 is 24%. We expect that after appeals for students who moved out of state that this will be an increase from 27.8% in 2022 and a significant increase from 18.2% in 2021. We attribute much of this growth in graduation rates to our Early Warning System and SOAR program.

For the 2024-25 school year, we have expanded our intervention practices to have both behavioral and academic interventions and three tiers of intervention for both areas. We have implemented an ISAT prep course to familiarize students with the test interface and review basic English and Math standards. All juniors are required to take the course in preparation for their ISAT.

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 mathematics ISAT proficiency. In response to this need, we are in our second year of 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 are benefiting from professional development opportunities teaching 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 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 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. We have established PLC groups (Professional Learning Communities) that meet regularly to discuss student needs and best teaching practices. The school's LMS allows teachers to identify specific Idaho Core Standards for each lesson, ensuring all standards are met during a course.

Universal Screening

Richard McKenna Online High 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 student's graduation progress. If the student has failed to earn enough credits, then the student is identified as 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 assessment results indicate the student's performance level compared to a national norm and their progress. The students are then enrolled in a Math BOOST or Language BOOST class to provide additional remediation.

Tiered Instruction and Academic Interventions

The Richard McKenna Online programs use a tiered intervention system for academic intervention.

At Tier 1, all students will be monitored by their classroom teachers, and journal notes will be made regarding their progress. All students have the opportunity to participate in Imagine Math for remediation. Students who are not thriving can be recommended to the EWS (Early Warning System) Committee for further evaluation.

At Tier 2, students in the Early Warning System are monitored each month by the EWS team. Every student's progress is reviewed and recommendations are made for how to best serve the student.

At Tier 3, students will be assigned to an intervention teacher in Math or ELA as needed. Students will work closely with their intervention teacher to tailor their program to their needs and facilitate participation in the Math and/ or Language BOOST courses, which utilizes the IXL Program, which is tailored to their needs.

Learning Time

A full-time student can take two courses every six weeks. Course time is about three hours per day per course. Courses start every Monday, allowing students the opportunity to work ahead and earn additional credits. Teacher contact information is posted on the student page for easy access. Teachers offer course extensions if necessary. Teachers are required to grade assignments and respond to student questions within 24 hours. Summer school is available to at-risk students who are behind in credits, allowing them the opportunity to graduate on time.

Non-Academic Student Needs

The EWS (Early Warning System) Committee monitors non-academic student needs and offers individual accommodations to help students succeed. Students also have access to Schoolpulse, a state-provided online mental health resource.

Well-rounded Education

Richard McKenna offers all core classes required for graduation and 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 participate in local and regional activities in their community. We offer work experience credit for students who have outside employment. Students can use Advanced Opportunity funds to take courses at their local college.

Additional Opportunities For Learning

Students who meet RMOHS criteria are offered Advanced Opportunities, fast forward funds. The school offers a Career Explorations/Senior project course as well as Work-Experience Credit.

School Transitions

RMCHS offers a robust Orientation course to all students who register for online courses. This course prepares them for the online environment and answers many questions and expectations.

Professional Development

Teachers participate in a day long in-person professional development session in August prior to the school year beginning. For the 2024-25 school year, teachers will also participate in ongoing Professional development quarterly. PLC team leaders meet with their PLC teams quarterly. PD programming is determined by using surveys of teacher needs and evaluating student data. Other professional development opportunities are extended to instructors on an individual basis and based on the need of the instructor. Teacher-

Family and Community Engagement

Leaders attend conferences focused on online instructional practices that are offered through events from the Digital Learning Collaborative.

Weekly progress reports are emailed automatically. Parents have their own login to view their child’s grades and progress, 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 2024-25 school year plans to implement “pop-up” events to bring online students and families together for social engagement with fellow students and teachers. A school newsletter is sent out monthly. Academic Advisors attend the Family and Community Engagement Conference annually. Academic advisors also visit with counselors from schools throughout the state to learn about their needs and how our program can meet the needs of their students.

Recruitment and Retention of Effective Teachers

Teacher retention for the Richard McKenna Online program is high, with a 100% return rate in the last two years (excluding retirements). When hiring new teachers and staff, job postings are posted and qualified candidates are invited to be interviewed.

The interview is conducted by a panel of administrators and teacher-leaders who generally follow a pre-drafted list of questions. The panel then ranks the candidates for a position and then collaboratively selects candidates. The supervising administrator does make the final decision, but almost always follows the recommendations of the panel.

Coordination and Integration With Other Programs

Richard Mckenna does not receive any federal funding. All funding for school improvement activities is funded through the district's general Budget. A team is currently evaluating changing this policy to begin accepting federal funds to further improve programs and initiatives for ELL, SPED, and At-Risk students.

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	Low graduation rate	The Richard McKenna Online Alternative Program will improve its graduation rate to 30% for the 2024-25 school year.

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 the intervention will monitor, evaluate effectiveness
1-1	<p>The intervention programs developed over the last 3 years have helped us show progress in our course completion rates and graduation rates. Consequently, we are expanding the number of students in the SOAR protocol, which 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 documentation of these meetings to the EWS team</p>	<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 interventi lead will monthly interventi teachers t discuss st progress evaluate t effectiveness the progr</p> <p>The Early Warning System (I team mee monthly t evaluate : progress : graduatio well as ev student n and facili connectir students v the servic they migl in the sch such as academic interventi mentor te SPEC-EI services,</p> <p>The prog principal review pr reports submittec mentor te and the academic records/p of selecte</p>

to review monthly and the program principal.

students 1 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 2024-25 school year, we have 3 fully developed tiers of our intervention systems (both academic and behavioral) and one full year of their deployment. This year, we increased our capacity to serve a larger portion of our students with the highest (their 3) supports. Both intervention systems have three tiers, with the highest tiers including weekly one-on-one work with students identified for intervention.

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/community/board-meeting-information/>

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

The school Leadership team will meet monthly to monitor the progress toward this plan. of each student identified as at-risk

Upload Files

Files

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

Math

2023-2024

Advanced Proficient Basic Below Basic

School	0.0 %	8.8 %	23.5 %	67.6 %
District	10.7 %	19.3 %	28.9 %	41.1 %
State	20.9 %	22.3 %	26.0 %	30.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	3.0 %	33.3 %	63.6 %
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 %	4.0 %	24.0 %	72.0 %
District	6.6 %	17.8 %	34.2 %	41.4 %
State	20.0 %	22.7 %	27.2 %	30.1 %

ELA

2023-2024

Advanced Proficient Basic Below Basic

School	15.6 %	34.4 %	21.9 %	28.1 %
District	19.4 %	36.1 %	27.7 %	16.8 %
State	23.7 %	30.3 %	21.9 %	24.1 %

2022-2023

Advanced Proficient Basic Below Basic

School	13.0 %	30.4 %	39.1 %	17.4 %
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	12.0 %	28.0 %	44.0 %	16.0 %
District	22.4 %	36.2 %	28.3 %	13.2 %
State	23.9 %	31.6 %	22.5 %	22.0 %

Science

2023-2024

Advanced Proficient Basic Below Basic

School	5.4 %	16.2 %	56.8 %	21.6 %
District	5.0 %	23.3 %	52.5 %	19.2 %
State	9.9 %	32.2 %	35.1 %	22.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	21.2 %	48.5 %	30.3 %
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	0.0 %	35.7 %	46.4 %	17.9 %
District	3.7 %	35.8 %	49.5 %	11.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2022-2023

Four-Year Graduation Rate

School	27.8 %
District	51.0 %
State	81.1 %

2021-2022

Four-Year Graduation Rate

School	27.8 %
District	43.5 %
State	79.9 %

2020-2021

Four-Year Graduation Rate

School	18.1 %
District	36.5 %
State	80.1 %

EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School	0.0 %
District	0.0 %
State	9.0 %

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 %

EL Progress

2023-2024

Percent of EL Students Making Progress

School	0.0 %
District	42.9 %
State	45.8 %

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	100.0 %
District	50.0 %
State	50.5 %

2023-2024

Participation in College and Career Readiness Courses

School	27.7 %
District	33.7 %
State	80.7 %

2022-2023

Participation in College and Career Readiness Courses

School	36.2 %
District	40.0 %
State	80.4 %

2021-2022

Participation in College and Career Readiness Courses

School	39.3 %
District	41.0 %
State	80.0 %

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: dwilson@rmckenna.org at 11/4/2024 9:39:29 AM