

## UPRIVER ELEMENTARY SCHOOL (0374)

Submitted by: tblackwell@sd41.org at 3/23/2023 12:22:15 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
Thomas Blackwell	Principal	tblackwell@sd41.org	<input type="checkbox"/>
Teresa Kennard	Teacher	tkennard@sd41.org	<input type="checkbox"/>
Chelsea Hosford	Teacher	chosford@sd1.org	<input type="checkbox"/>
David Atchison	Teacher	datchison@sd41.org	<input type="checkbox"/>
Jacqueline Johnson	Teacher	jjohnson@sd41.org	<input type="checkbox"/>
Koreena Stowell	Teacher	kstowell@sd41.org	<input type="checkbox"/>
Elizabeth Lamie	Special Education Teacher	llamie@sd41.org	<input type="checkbox"/>
Danielle Blackwell	School Psychologist	dblackwell@sd41.org	<input type="checkbox"/>
Libbi Barrett	Capacity Builder	libbibrrett222@gmail.com	<input type="checkbox"/>
Courtney Greene	Regional Math Center Coach	cgreene@uidaho.edu	<input type="checkbox"/>
Jane Emery	Afterschool Program Director	jane@uidaho.edu	<input type="checkbox"/>
Kristi Lawrie	IBC ELA Coach	kristi.lawrie1@gmail.com	<input type="checkbox"/>
Caden Scull	Student	cadenscull@sd41.org	<input type="checkbox"/>

**Needs Assessment**

<p><b>School Leadership Team</b></p>	<p>The UpRiver School Leadership Team meets monthly. The school principal chairs the team. One parent has been invited to join the team at this time. Meeting norms are established. Decisions are made using a voting protocol. Team roles and responsibilities are established. Minutes or notes are kept on the Google drive for all to access. The principal creates agendas based on state, district, and school data, successes, and concerns. Our work focuses on creating a high functioning school, supporting the school improvement plan, and meeting building and district goals. The school principal attends the district leadership team and admin meetings and communicates activities, progress, and needs facilitating the communication flow. The principal also ensures representation of our building on all district level teams.</p> <p>Strengths: -The leadership team meets regularly and utilizes established norms to accomplish the work of the school.</p>
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- The leadership team focuses on activities that support the building and district goals.
- UpRiver School is represented on all district level teams.
- The principal regularly communicates district level information back to the building.

Challenges:

- Small staff size requires school staff to perform multiple duties and serve on multiple committees.
- Limited resources and rural location inhibit problem solving ability.
- Rural location limits partnerships with community resources.
- UpRiver is approximately a half hour from other district schools and district office personnel.
- Due to UpRiver School's population, staff population, rural location, and distance from other shared district personnel, support is limited.

Opportunities for Growth:

- Consider assembling the school leadership team more frequently to help guide school improvement work.
- Add a parent team member to the school leadership team.
- Add an Associated Student Body (ASB) member to the leadership team.
- Invite a member of the UpRiver AfterSchool Program to the leadership team.
- Access to ELA coach, math coach, and Capacity Builder.

**School and Community**

UpRiver School is a small satellite school of the St. Maries School District. UpRiver school is located in Fernwood, which is very rural with approximately 300 residents. The UpRiver community consists of residents of and around the small communities of Fernwood, Santa, Emida, and Clarkia. Current enrollment is 90 students with 73 percent receiving free or reduced school lunches. UpRiver is a schoolwide Title I school and 22 percent of students receive special education services. UpRiver employs six certified teachers, five of which teach grades kindergarten through sixth grade. One certified teacher is .5 special education teacher and .5 Title I teacher. The school employs 7 paraprofessional educators, 4 specifically work in the special education department. The school has a .5 principal who also serves as the St. Maries School District Federal Programs Director. The school has an active After-School program that serves up to 52 students after school. The program provides homework assistance as well as access to nutrition services. Additionally, UpRiver has an involved Parent Teacher Organization (PTO) that funds teacher classrooms as well as opportunities for students such as assemblies and guest speakers.

Strengths:

- Active After-School Program

- Small school size allows for school staff to be familiar with every student in the school.
- An involved an supportive PTO
- A local store that is supportive of our students

Challenges:

- The small rural nature of the school makes accessing resources for students and families difficult.
- Limited collaboration opportunities with other educators due to the location of the school, grade level peers not being present, and different school schedules of the two district elementary schools.
- Due to the school size, school staff perform multiple duties such as the principal and the special education teacher.
- UpRiver has combination grades in a 2/3 class, 3/4 class, and a 5/6 class.
- UpRiver is approximately a half hour from other district schools and district office personnel.
- Due to UpRiver School's population, staff population, rural location, and distance from other shared district personnel, support is limited.
- Communication is difficult as cellular service is limited due to rural living.
- Recruiting new staff is difficult due to the rural location and low census in the area.

Opportunities for Growth:

- Increase recruiting activities for substitutes
- Look for additional ways to partner with the UpRiver AfterSchool Program, community resources, and the PTO.
- Expand recruiting of educational staff.
- Collaborate virtually.

**Academic Achievement**

Systems are in place at UpRiver to support the academic achievement of students. Curriculum that is state approved and aligned to state standards is provided for each teacher and at all grade levels. A tiered intervention system is utilized for intervention. Intervention time is built into the master schedule with the expectation that students are provided with needed interventions daily. Strengths and weaknesses in student learning are examined each month after progress monitoring data has been collected and reviewed. UpRiver School has been identified for Comprehensive Support and Improvement due to mathematics achievement and mathematics growth on the Idaho Standards Achievement Test (ISAT). Proficiency on the ISAT in the area of mathematics for grades 3 through 6 was 10 percent during the 2021-2022 school year, 16 percent during the 2020-2021 school year, and 28 percent during the 2018-2019 school year. English Language Arts (ELA) score proficiency for grades 3 through 6 was 31 percent during the 2021-2022 school year, 27 percent during the 2020-2021 school year,

and 40 percent during the 2018-2019 school year. Due to the COVID 19 pandemic, the ISAT was not administered during the spring of the 2019-2020 school year.

Strengths:

- 5 of the 6 UpRiver school goals are focused on improvement on the ISAT and the IRI.
- The school is participating in the Cultivating Readers project which is aimed at improving literacy instruction.
- Tier 1 curriculum that is aligned to state standards is provided for all teachers in both mathematics and ELA.
- Teachers review data regularly and utilize flexible grouping for intervention that is based on achievement and progress monitoring.
- ELA proficiency increased 4 percent between the 2021 and 2022 school years.
- UpRiver has partnered with the local library who has received funds to distribute early literacy activities to siblings of UpRiver students who are one to two years from kindergarten.
- The district received grant funds for kindergarten readiness. Workshops are being delivered in both St. Maries and Fernwood.

Challenges:

- Due to UpRiver's rural location and lack of preschools in the area, early childhood learning experiences are limited. As a result, for most students kindergarten is their first formal academic experience.
- Math proficiency has decreased 18 percent since the 2019 school year.
- Math intervention occurs primarily through a computer adaptive program, Dreambox.

Opportunities for Growth:

- Consider accessing a math coach to help build the capacity of teaching staff in the area of mathematics.
- Consider accessing an ELA coach to help build the capacity of teaching staff in the area of ELA.
- Consider researching additional research based math interventions and implementing additional mathematics interventions that are tied to student needs.

**Student Learning Needs**

UpRiver School has data meetings monthly for math and ELA. Data is retrieved from IStation, STAR, and ISAT assessments. Students need continued opportunities for growth. Our district approved and adopted a new ELA curriculum and materials from Savvas beginning in the 2022-2023 school year. A Behavior Technician was hired to provide social and emotional support with the goal of increasing academic learning time. We are exploring potential programs and materials to improve ELA and Math proficiency. The district has purchased DreamBox math for both district elementary

schools. Our school has committed to having each student spend a minimum of 20 minutes each day on the adaptive math program.

Strengths:

- Active After-School Program
- Small school size allows for school staff to be familiar with every student in the school.
- Scheduled monthly data meetings for math and ELA.

Challenges:

- Due to school size, school staff perform multiple duties such as the principal and the special education teacher.
- UpRiver has combination grades in a  $\frac{2}{3}$  class,  $\frac{3}{4}$  class, and a  $\frac{5}{6}$  class.
- Due to UpRiver School's population, staff population, rural location, and distance from other shared district personnel, support is limited.
- The small rural nature of the school makes accessing resources for students and families difficult.
- Limited collaboration opportunities with other educators due to the location of the school, grade level peers not being present, and different school schedules of the two district elementary schools.

Opportunities for Growth:

- UpRiver has two administrative early release days per month on the first and third Mondays of each month. Data meetings are scheduled on the third Monday which limits the opportunity to meet by three meetings due to holidays and holiday breaks. Switching this would create more opportunities to meet about student growth and data.
- Improve communication with the UpRiver AfterSchool program to support student needs.

**Core Curriculum**

Our school district adopted Savvas myView Literacy for ELA curriculum to begin in the 2022-2023 school year and is scheduled to adopt new math materials for our Math curriculum in the 2023-2024 school year. Our school currently uses Go Math. The Savvas myView Literacy has tier 2 intervention support for struggling learners. DreamBox is used for tier 2 interventions for math. Step-Up-To-Writing is used to improve writing skills. Benchmark assessment tools for reading and math are STAR and IStation.

Strengths:

- This is year 1 of the implementation of the Savvas myView Literacy program. Teachers have started to access and implement on-line features of the myView Literacy program for differentiation. Teachers are currently exploring and using supplemental materials and programs to improve tier 2 interventions.

- This year A-Z learning was purchased for UpRiver School providing additional literacy material access including printable books and close reading materials.
- UpRiver is participating in a four year Cultivating Readers grant to support meeting literacy needs.
- A monthly Cultivating Readers Newsletter is sent out to families to promote literacy.
- A Building Readers newsletter was purchased to go home monthly to promote literacy at home.
- This is year five of the implementation of Go Math. Teachers are very familiar with the scope and sequence and have taken advantage of the curriculum alignment work done by the Pend Oreille school district. We will be adopting a new math program in 2023.
- DreamBox has been approved and adopted for tier 2 math interventions. Other supplemental lessons and programs are used to strengthen the Go Math program.

Challenges:

- More professional development for myView Literacy would be beneficial.
- Our math curriculum will be changing during year two of CSI.
- Limited collaboration opportunities with other educators due to the location of the school, grade level peers not being present, and different school schedules of the two district elementary schools.
- UpRiver has combination grades in a  $\frac{2}{3}$  class,  $\frac{3}{4}$  class, and a  $\frac{5}{6}$  class.
- The small rural nature of the school makes accessing resources for students and families difficult.
- Technology has become outdated and not replenished or kept up to date.
- Over a third of the school's Chromebooks are not compatible with ISAT testing.
- Smartboards are antiquated or non-existent.

Opportunities for Growth:

- It would be beneficial to have professional development for implementing myView Literacy with fidelity.
- Professional development for the soon to be adopted math curriculum will be crucial for effective implementation.
- Improving communication with the UpRiver AfterSchool program to support student needs.
- Paraprofessionals are currently taking professional development in the Essential Components of Reading to improve instruction.
- Updated technology in classrooms would create equity within the school and allow for students to use technology to practice/take interims. It would allow for more testing-compatible devices available in UpRiver classrooms for students.

**Core Instruction**

We have one full-day kindergarten teacher, one 1st Grade teacher, one teacher with a combined 2nd & 3rd grade class, one teacher with a combined 3rd and 4th grade class, and one teacher with a combined 5th and 6th grade class. Staff uses assessment data to adjust instruction. Data sources include benchmark screening, progress monitoring, curricular, and formative assessments. Students are identified and supported through the Response to Intervention (RTI) process. For tier 2 interventions, students in K-1, and 5-6 are grouped homogeneously in small groups for extra ELA skills practice. Grades 2-4 are using individualized and small group instruction to address individual ELA standards. This gives opportunities to meet proficient and advanced achievement levels by adjusting difficulty of materials.

**Strengths:**

- Frequent use of formative and summative assessments allow teachers to adjust instructional plans to meet student needs.
- Consistent time, 20 to 30 minutes, of tier 2 math intervention to support core math instruction is being implemented consistently throughout the building.

**Challenges:**

- ELA Core materials are new this year.
- ELA Core professional development was limited to self-exploration and digital tutorials.
- Core ELA support is led and taught by para-professionals with limited training.

**Opportunities for Growth:**

- As of fall of 2022, paraprofessionals that work with students for tier 2 ELA intervention are receiving Essential Components of Reading training. We currently have four paraprofessionals taking the course.
- Consider more professional development around core curriculum, particularly for the newly adopted Savvas program.

**Alignment of teaching and Learning**

UpRiver uses a curriculum alignment guide for Go Math that was developed by the Pend Oreille School District. Teacher and learning progressions, expectations, and alignment are incorporated into the early release Monday collaborations allocated twice per month.

**Strengths:**

- Frequent use of formative and summative assessments in both ELA and Math allow teachers to adjust instructional plans to meet student needs.
- 20 to 30 minutes of tier 2 math intervention is being implemented consistently throughout the building.
- ELA strategic groups and programs are implemented throughout the building.

## Challenges:

- Go Math and myView Literacy does not include a scope and sequence aligned to Idaho State standards.
- Curriculum is difficult to differentiate successfully with current staff in multigrade classes.

## Opportunities for Growth:

- UpRiver staff can explore work done by other districts to better align adopted materials to Idaho standards.
- Professional development can help UpRiver staff identify strengths and weaknesses of each program.

**Universal Screening**

All students are screened three times each year (fall, winter, and spring) in both ELA and mathematics using STAR 360 and the IStation Indicators of Progress (ISIP) assessments. Students in grades K-3 are screened in ELA using the Istation Indicators of Progress assessment (ISIP) and students in grades 4-6 are screened using the STAR 360 Reading assessment. In the area of mathematics, students in grades K-1 are screened using the Istation Indicators of Progress math assessment (ISIP) and students in grades 2-6 are screened using the STAR 360 Math assessment. Data is reviewed after each screening period at both the district and building levels. Data is used to drive decision making and resource allocation. Students who perform below the 40th percentile are referred for intervention. Parents receive notification if their student performs below expectations. Kindergarten screening occurs in the spring.

## Strengths:

- Universal screening occurs regularly for all students.
- Data is collected and analyzed in team formats at the building and district levels.
- Data is housed in a common drive and is accessible to all teachers.
- Data is used to drive decision making and resource allocation.

## Challenges:

- All screening data is technology based.
- STAR 360 Screening does not provide specificity regarding areas of need for students.
- Social emotional screening does not occur.
- Kindergarten screening procedures have not been consistent.
- Decision rules for intervention are not aligned to ISAT proficiency.

## Opportunities for Growth:

- Consider Universal Screening tools that provide more specificity for intervention.



-Consider realigning Universal Screening cut scores to ISAT proficiency.

**Tiered Instruction and Academic Interventions**

Academic interventions are provided for ELA and math. Students receive small group instruction each school day in ELA and 20-30 minutes of math intervention each school day as well. ELA has tiered intervention to support student progress using classroom teachers, paraprofessionals, and special education staff. Group sizes vary based on student needs with the higher intervention need students having smaller groups with more specific targeted skill practice. Interventions are a combination of pull-out and push-in determined by student need. Monthly RTI meetings address individual student needs based on data from progress monitoring tools and anecdotal data collected from the classroom teachers. UpRiver School is in year two of a four year Cultivating Readers grant to improve reading achievement evidenced based practices. Adaptive computer programs and small groups are used for tier 1 and tier 2 interventions. Tier 3 interventions are provided from our special education staff.

Strengths:

- Math intervention and enrichment through the DreamBox adaptive math program for 20 to 30 minutes per day is scheduled by every teacher for every student at UpRiver.
- ELA intervention and enrichment is scheduled by every teacher for every student at UpRiver.
- Interventions are data driven and progress monitoring is consistent for ELA and Math throughout the building.

Challenges:

- Math is our greatest area of need for improvement.
- We will be adopting a new Math program in 2023-2024.

Opportunities for Growth:

- We are exploring professional development for adopted curriculum as well as intervention.
- Consider exploring additional math training through the National Center on Intensive Intervention.
- Explore the effectiveness and feasibility of using supplemental math programs and materials.

**Learning Time**

Students at UpRiver usually begin the year near Labor Day in September and end in early June. The school day begins at 8:25 AM and ends at 3:05 PM Tuesday thru Friday. On Monday UpRiver has "early release" where students are dismissed at 2:35 for staff collaboration or teacher work time. We utilize a master schedule to include core instruction and interventions/extensions for our students. UpRiver has scheduled a Morning Meeting for all students at the beginning of the day to help set the tone for learning. Students receive 30 minutes of music and 60-90 minutes of Library or PE each

week. All students engage in daily core instruction and additional intervention and personalized learning in the form of switch or RTI. This occurs at each grade level for 30 minutes to 45 minutes daily in core subject areas.

Strengths:

- Each student participates in a Morning Meeting each day
- There is a dedicated intervention time for both Math and ELA

Challenges:

- ELA intervention block focuses more on reading than writing

Opportunities for Growth:

- Adding more structure to Morning Meeting so that it is consistent school-wide.
- Incorporating more writing intervention in the ELA intervention block. Provide consistent Art opportunities weekly.

**Non-Academic Student Needs**

Due to UpRiver's enrollment, support services are somewhat limited. Title I funds are utilized to fund a half time Title I teacher. A literacy paraeducator is also available for support services for students. Access to an itinerant school psychologist is available as needed. A full time behavior paraeducator was recently hired to provide behavioral support services to students. While there is no school counselor at UpRiver, the district contracts with an outside agency to provide counseling services to students. The counselor meets with students at the school on a weekly basis. Teachers and the principal facilitate referrals for counseling services.

Strengths:

- Due to the small size of the school, staff members know every student.
- Counseling is available on campus one day per week provided through an outside agency.
- Collaboration with community services allows the provision of resources for students to meet the basic needs of food, shelter, and clothing.
- Multiple staff members are physically present in the hallways before school to greet each student with a positive interaction.
- The After School program provides access to non-academic enrichment activities to students.
- Trauma training has been provided for all teachers and paraprofessional educators.

Challenges:

- Mental health services are not available daily for students.
- High levels of poverty present challenges for students in terms of basic needs.
- The behavior paraeducator is a new position to the school.

	<p>Opportunities for Growth:</p> <ul style="list-style-type: none"> <li>-Consider additional opportunities for professional development around trauma and trauma informed practices.</li> <li>-Provide sufficient training for the behavior paraeducator position.</li> <li>-Implement Second Step Curriculum consistently across grade-levels.</li> </ul>
<p><b>Well-rounded Education</b></p>	<p>Core curriculum is provided in the areas of ELA, Math, Science, and Social Studies. We are also able to offer some non-core subjects and activities for our students. Music is provided one day per week by a paraprofessional that is shared with Heyburn Elementary. Technology, particularly keyboarding, is offered by a paraprofessional. Staff members work to integrate technology into the curriculum where appropriate. Physical education is offered two to three times per week.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>-Most students are computer literate due to schoolwide opportunities and access to technology.</li> <li>-Technology opportunities have been limited historically in the community, but have expanded recently by the community installation of fiber optics.</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>-Due to our communities' rural socio-economic situations, many students do not have home access to technology.</li> <li>-There is very limited access to cell service.</li> <li>-Teachers are unable to expect universal use of technology for homework or supplemental learning experiences.</li> </ul> <p>Opportunities for Growth:</p> <ul style="list-style-type: none"> <li>-UpRiver School would benefit from improved communication between UpRiver staff and the After School Program staff in order to expand learning opportunities correlating to what is being taught in the classrooms.</li> </ul>
<p><b>Additional Opportunities For Learning</b></p>	<p>Through Strategic Reading Switch groups, students performing above grade level benchmarks are able to receive additional instruction on advanced level reading skills. The 21st Century Community Learning Grant funded for this year offers an afterschool program in partnership with University of Idaho Extension Office. The grant has provided students with instruction in chess, cooking, gardening, basic survival skills, arts, healthy living skills, and more. The program has a built-in homework time for students.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>-There is a community library two blocks away from the school which is open several days a week.</li> <li>-Students have benefited from field trips connected to their learning.</li> </ul>

-The after school Chess Club is supported by a volunteer from a local land surveyor. Guest speakers occasionally visit UpRiver, for example, the Math Magician and Veterans.

Challenges:

- There are a very limited number of local businesses, so cooperative opportunities are few.
- St. Maries Middle School and St. Maries High School are about 25 miles from UpRiver. While there are later advanced placement opportunities, distance from St. Maries, and limited Internet access can be an obstacle.

Opportunities for Growth:

- Teachers continue to seek ways to integrate STEAM activities into their curriculum.
- More guest speakers could be sought to expose students to future career opportunities.

**School Transitions**

UpRiver School screens preschool students during Child Find each May and August. The purpose of this event is to identify children with disabilities from ages 3-5. Student information gleaned through this process is shared with parents and reported to the State of Idaho Infant Toddler Program and St. Maries School District Developmental Preschool.

Preschoolers with disabilities have an IEP developed in May to help with the transition into kindergarten the next fall. In May, UpRiver also organizes a Kindergarten Registration/Round-Up when students meet with the teacher and parents receive information about schedules, busing, and immunizations. The kindergarten teacher provides a take-home school readiness packet for students to enjoy for the summer.

Strengths:

- Our school district offers a “Kinder Ready” camp for students transitioning from any preschool program or straight from the home to school for the first time. Parents and students are taught literacy strategies to use in the home as they prepare for Kindergarten entrance.
- A tour occurs each spring of the St. Maries Middle School by the UpRiver principal, the 6th grade students, and the 6th grade teacher.
- All 6th grade students have lockers with combinations.
- The 6th grade teacher will share academic and behavioral data with the St. Maries Middle School staff to better help students transition to appropriate classes.
- St. Maries Head Start students participate in a walk-through tour of UpRiver School each spring in preparation for fall transition.
- Our local library offers an early literacy program where students’ siblings between the ages of 3-5 receive books and early literacy materials twice per month.

Challenges:

- Distance from support services and limited opportunities in our rural area, creates a challenge for some transitions.
- Students involved in sports may not have the same early opportunities when transitioning into SMMS sports.

Opportunities for Growth:

- Explore including preschool at UpRiver possibly through the 21st Century After School program.

**Professional Development**

St. Maries School District utilizes two early release Mondays per month to offer opportunities for collaboration. These early release days allow teachers time to collaborate on recently provided professional development and collaborate with colleagues. These days are built into the master schedule and part of the staff contracted time. 100% participation is expected. The topics of early release Mondays are developed by the district's professional development committee with representation from all buildings and administration. District employees are given the opportunity to provide input into professional development opportunities and are invited to participate in committees where professional development decisions are made. This information combined with student performance data is used to determine necessary areas of development. Collaboration evaluation forms are used each meeting to determine the value of the meeting and the topic.

Strengths:

- All but one certified staff participated in a Dyslexia training in Fall of 2022.
- Some certified and paraprofessional staff have also received professional development for the Cultivating Readers program.
- The district is receptive to professional development requests from staff.
- Opportunities for professional development have been provided to paraprofessional educators through the Cultivating Readers project. Currently 4 paraprofessionals are taking the Essential Components of Reading training.

Challenges:

- The multigrade structure of UpRiver presents challenges in terms of providing grade-specific professional development and collaboration opportunities.
- Resources are limited (time/money) for providing professional development to both certified and classified staff.

Opportunities for Growth:

- Paraprofessionals would benefit from targeted professional development in reading/math intervention.
- Continue to access support from Capacity Builders and

	<p>Math/ELA coaches through the SDE.</p> <ul style="list-style-type: none"> <li>-Refine the collaboration process to include more analysis of student work, success criteria, and effective strategies to intentionally close the achievement gap.</li> </ul>
<p><b>Family and Community Engagement</b></p>	<p>Communication with families is a high priority for UpRiver School. While UpRiver School has several school goals that are focused on academic achievement, a goal around parent communication and involvement is also included in the UpRiver School Continuous Improvement plan. Goals include regular parent communication by teachers, 100 percent attendance during parent/teacher conferences, regular communication of learning goals and sharing of support materials. UpRiver has several activities throughout the year to connect with families and our community including Title I night, Science Fair, music concerts, caroling at the local mercantile, and monthly assemblies to honor students' accomplishments. Additionally, the UpRiver PTO sponsors events at the school that include movie nights, Easter egg hunt, Halloween carnival, and Christmas store for students. Regular communication with families happens via social media, monthly calendars, Skylert, and via flyers delivered home. Each year, the Title One Parent Involvement Plan is reviewed with a team of individuals which include parents.</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>-The school has established goals around parent and community involvement.</li> <li>-Teachers communicate with parents on a regular basis and document their efforts. 30 parent contacts are required for each teacher per quarter.</li> <li>-Activities that involve parents are scheduled regularly.</li> <li>-Information is accessible to parents and community members via multiple modalities.</li> <li>-Active Parent Teacher Organization.</li> </ul> <p>Challenges:</p> <ul style="list-style-type: none"> <li>-Many families have limited access to phone/cell/internet services which makes communication difficult.</li> <li>-Given the rural nature of the school, transportation for families to attend school events can be a challenge.</li> </ul> <p>Opportunities for Growth:</p> <ul style="list-style-type: none"> <li>-Consider additional ways that parents can be involved in school improvement activities.</li> <li>-Plan more parent/community involvement activities that involve academic activities.</li> </ul>
<p><b>Recruitment and Retention of Effective Teachers</b></p>	<p>Teachers at UpRiver School are 100% certified and teach in their content field. 83 percent of teachers at UpRiver have at least 7 or more years of teaching experience. Teacher turnover is very low, with 100 percent of teachers returning the previous 3 years. The district makes every effort to attract</p>

exceptional educators by attending career fairs and actively recruiting through social media, the district website, and the State Department of Education website. The district offers a very competitive compensation package. Teachers participate in an induction program that includes mentoring as well as specific collaboration and activities with other new to the field educators within the district. Experienced educators who are new to the district are provided with a mentor.

Strengths:

- UpRiver employs experienced teachers who are teaching within their content field.
- The school district utilizes multiple methods to attract quality teaching staff including competitive compensation.
- Teachers who are new to the field or who are new to the district participate in support activities.

Challenges:

- The rural nature of UpRiver School provides some challenges as some educators prefer to work in the larger community of St. Maries.
- Some classes at UpRiver have more students from multiple grade levels than in nearby schools. This can be off-putting for teachers.

Opportunities for Growth:

- Consider ways to move away from or limit multigrade classes.

**Coordination and Integration With Other Programs**

UpRiver is a schoolwide Title I school. A half-time certified teacher is utilized to support students using research based materials through Title I funds. Teachers receive annual McKinney-Vento training. Secretaries meet with the McKinney-Vento Liaison at the beginning of the school year. Processes are in-place to support students who may be experiencing homelessness. The school district employs a .5 Federal Programs Director who is also .5 principal for UpRiver. Various community organizations donate funds, time, and other needed supplies to UpRiver students. The Tri-Community library assists with providing early literacy materials, including providing books on a regular basis, to siblings of UpRiver School students who are 1 to 2 years away from kindergarten.

Strengths:

- All students receive free breakfast.
- School supplies are provided for students in need through donations.
- The school maintains a clothing closet that supplies students with needed clothing.
- In cooperation with the Cultivating Readers Project, the building has purchased and is distributing a monthly reading

newsletter.

- The Fresh Fruit and Vegetables Program (FFVP) provides a healthy afternoon snack for all students two days per week.
- The 2nd Step program provides positive citizenship training and practice for students.
- UpRiver School partners with Amaris to provide counseling services.

Challenges:

- Families in rural areas may not have ready access to available resources.
- The ability to connect with families is limited due to the rural nature of the area.

Opportunities for Growth:

- Explore additional opportunities through collaboration with the After-School program as well as the Tri-Community library.
- Explore the addition of early childhood education opportunities through either the 21st Century Learning Grant or Head Start.

## Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

### Prioritized Needs

Need #	Need Description:	SMART Goal:			
1	UpRiver students need to increase the percentage of proficiency in Math by aligning teaching best practices with Idaho Content Standards.	25% of UpRiver's 3rd-6th grade students will demonstrate proficiency/advanced levels on their Spring 2023 Summative Math ISAT.	<input type="checkbox"/> Remove		
<b>Evidence-Based Interventions:</b> Discussion Topics					
#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-1	Staff will adopt an alignment of scope and sequence for math skills aligned with Idaho Content Standards to ensure essential skill areas are learned before summative assessments.	Strong Evidence <input type="text"/>	Dufour, Marzano and Hattie Teacher Clarity: Hattie, .75 Collective Teacher Efficacy, Hattie, 1.57	The alignment will be monitored and evaluated through formative and summative assessments (ISATs).	<input type="checkbox"/>



1-2	Staff will access the Regional Math Coach for lesson modeling, lesson analysis, and review of student responses in person at least once a month.	Strong Evidence <input type="text"/>	Hattie: Teacher Clarity, .75, professional development .41, Explicit teaching strategies .57	Hours of assistance from the Regional Math Coach will be documented. Informal classroom observations will monitor teacher implementation of effective strategies.	<input type="checkbox"/>
1-3	Staff will participate in targeted mathematics professional development to provide differentiated instruction and increase teacher clarity in mathematics.	Strong Evidence <input type="text"/>	DuFour, Marzano, and Hattie (Teacher Clarity.75, professional development .41, collective teacher efficacy 1.57, small groups .47, strategy to integrate with prior knowledge .93)	The implementation of professional development will be monitored and evaluated through formative, and summative assessments (ISATs), by instructional staff, Regional Math Coach, and administration.	<input type="checkbox"/>
1-4	Provide daily math interventions guided by Response to Intervention (RTI).	Strong Evidence <input type="text"/>	Hattie (deliberate practice .79, scaffolding .82, direct instruction .60, & interventions for students with learning needs .77) and Marzano	The effectiveness of Response to Intervention will be monitored and evaluated through benchmark and progress monitoring by instructional staff.	<input type="checkbox"/>
1-5	Check student understanding through formative assessments.	Strong Evidence <input type="text"/>	Hattie: Teacher Clarity .75, practice testing. 54	Formative assessments will be observed by informal principal, instructional coach, and staff observations.	<input type="checkbox"/>
1-6	Teachers will communicate grade level math concepts that are identified as extended intervention activities during the After School Program.	Strong Evidence <input type="text"/>	Dufour, Hattie (deliberate practice .79, scaffolding .82, and interventions for students with learning needs .77) and Marzano	Teacher and After School Program collaboration will be observed and effectiveness will be evaluated through formative and summative assessments (ISATs).	<input type="checkbox"/>

Need 2

**Need Description:**

UpRiver students need to increase the percentage of proficiency in ELA by aligning teaching best

**SMART Goal:**

40% of UpRiver's 3rd-6th grade students will demonstrate proficiency/advanced levels on their

Remove

**Evidence-Based Interventions:** Discussion Topics

#	<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b>
2-1	Staff will adopt an alignment of scope and sequence for ELA skills aligned with Idaho Content Standards to ensure essential skill areas are learned before summative assessments.	Strong Evidence ▼	Dufour, Marzano, Hattie: Teacher Clarity .75	The alignment will be monitored and evaluated through formative and summative assessments (ISATs).	<input type="checkbox"/>
2-2	Staff will participate in targeted ELA professional development.	Strong Evidence ▼	DuFour, Marzano, and Hattie (professional development .41, collective teacher efficacy 1.57)	The implementation of professional development will be monitored and evaluated through formative, and summative assessments (ISATs), by instructional staff, Regional ELA Coach, and administration.	<input type="checkbox"/>
2-3	At least once a month, staff will access the Regional ELA Coach for lesson modeling and lesson analysis allowing data to lead instruction.	Strong Evidence ▼	DuFour, Marzano, and Hattie (professional development .41, collective teacher efficacy 1.57.	Hours of assistance from the Regional ELA Coach will be documented. Informal classroom observations will monitor teacher implementation of effective strategies.	<input type="checkbox"/>
2-4	Teachers will communicate grade level ELA concepts that are identified as extended intervention activities during the After School Program.	Strong Evidence ▼	Hattie (deliberate practice .79, scaffolding .82, and interventions for students with learning needs .77) Response to Intervention 1.29) and Marzano	Teacher and After School Program collaboration will be observed and effectiveness will be evaluated through formative and summative assessments (ISATs).	<input type="checkbox"/>

Need  
3

**Need Description:**

UpRiver School needs to decrease chronic absenteeism through community education and outreach.

**SMART Goal:**

UpRiver Elementary School will increase annual student attendance by improving the average chronic absenteeism rate from 34.7% in June 2022 to no more than 10% by the Spring of 2024.

Remove

**Evidence-Based Interventions:** Discussion Topics

#	<b>Intervention Strategy</b> <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	<b>What evidence level of criteria does this strategy meet?</b>	<b>How the intervention meets the definition of "Evidence Based"</b>	<b>Describe how the intervention will be monitored and evaluated for effectiveness.</b>	<b>Remove</b>
3-1	Implement a tiered approach to attendance by establishing a regular communication routine with families for attendance concerns. Tier 1 : The secretary will attempt to make personal contact and log response. If the secretary is unable to make a personal contact, the parent will be contacted by Skyward. Tier 2: Contact parents via call from teacher after 3 absences each semester. Letters will be sent home at 5 and again at 7 absences. Tier 3: At 10 absences, the student's parent will be contacted via an official letter from the school office and a meeting will be scheduled. Compare logged attendance parent contacts to attendance records.	Strong Evidence <input type="button" value="v"/>	Response to Intervention Hattie 1.29 Hattie (parental involvement .50)	Monitored by attendance secretary, administrator, and building leadership team. Tools to monitor will be logs and Skyward data.	<input type="checkbox"/>
3-2	Encourage student attendance through participation in a school-wide incentive program. Quarterly ice cream treat for faithful or perfect attendance. Tickets for a prize drawing will be provided for faithful (1 ticket) or perfect (2 tickets) attendance each quarter. End of the year faithful or perfect attendance pizza party.	Strong Evidence <input type="button" value="v"/>	Hattie : Positive Peer Influence .53, Motivation .42	Monitored by attendance secretary, administrator, and building leadership team. Tools to monitor will be logs and Skyward data.	<input type="checkbox"/>
3-3	Form an attendance committee to meet with students and families with habitual attendance issues. Committees will consist of a school administrator and classroom teacher(s).	Strong Evidence <input type="button" value="v"/>	Hattie (parental involvement .50) Positive home	Monitored by attendance secretary, administrator, and building leadership	<input type="checkbox"/>

			dynamics .52)	team. Tools to monitor will be logs and Skyward data. Attendance letters will be placed in cumulative files.
3-4	Increase communication with families regarding District attendance policies and the benefits of regular attendance at school. Provide a pamphlet with information about attendance policies and incentives during an open house or parent night.	Strong Evidence	Hattie (parental involvement .50) Positive home dynamics .52)	Monitored by attendance secretary, administrator, and building leadership team. Tools to monitor will be communication logs and Skyward data.

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

1. Inequitable resources.
2. Distance from resources and professional development.
3. Family communication and involvement.
4. Chronic absenteeism.
5. Access to quality student supplies.
6. Dated technology or technology inequities.

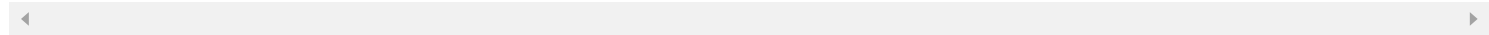
**3. Provide the URL where this plan will be publicly available:**

**NOTE: A copy of this plan must be made available in hard copy upon request.**

<https://id50000682.schoolwires.net/Page/15>

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

During monthly leadership team meetings, the team will review data related to SWIP SMART goal progress to include STAR 360 results, ELA and Math coach observations/feedback, and attendance documentation in Skyward. During the review the team will monitor progress toward the stated goals and suggest adjustments or changes to practice as needed. Guiding questions will include, "Are we implementing the strategies we agreed on with fidelity?", "Is there evidence that we are making progress toward our goals?", "Based on the evidence we have reviewed, do we need to make any changes?". Additionally, data toward goals and any changes to practice will be shared with the entire school team one time per month during an administrative lead early out Monday. In June, the leadership team will facilitate a data review to include a review of summative ELA and math ISAT scores as well as attendance in order to discuss needed changes for next school year.



## Annual Budget

Allocation for 2022-2023	\$62,009
Carry-over from previous year as of 9/30/2022	\$0

Total Allocation	\$62,009
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Obj.Code	Description	2022-2023
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Amount: \$11,509 Description: Substitute pay, leadership team stipends, stipends for math PD
200	Employee Benefits	Amount: \$0 Description:
300	Purchased Services (non travel)	Amount: \$10,000 Description: Savvas, SmartBoard, Response To Intervention, PLC trainings, Math Professional Development, ELA Professional Development
380	Travel Expense	Amount: \$10,500 Description: CSI Up, State, PLC/RTI Conference travel
400	Supplies & Materials	Amount: \$5,000 Description: Math manipulatives, educational supplies (magnetic student whiteboards, etc.)
500	Capital Objects	Amount: \$25,000 Description: Smart Boards and Touch Screen Chromebooks
	Budget Total	\$62,009

### Upload Files

<b>Files</b>

- [ISAT](#)
- [ISAT Progress](#)
- [Student Engagement Survey](#)

### Math

2021-2022					
	Advanced	Proficient	Basic	Below Basic	
School	0.0 %	9.4 %	31.3 %		59.4
District	10.3 %	21.2 %	33.3 %		35.2
State	20.0 %	22.7 %	27.2 %		30.1

2020-2021

	Advanced	Proficient	Basic	Below Basic	
School	9.1 %	9.1 %	36.4 %		45.5
District	10.3 %	22.2 %	33.6 %		33.8
State	18.1 %	22.2 %	28.2 %		31.5

## ELA

2021-2022

	Advanced	Proficient	Basic	Below Basic	
School	3.1 %	28.1 %	21.9 %		46.9
District	13.7 %	39.4 %	22.9 %		24.0
State	23.9 %	31.6 %	22.5 %		22.0

2020-2021

	Advanced	Proficient	Basic	Below Basic	
School	9.1 %	24.2 %	24.2 %		42.4
District	13.0 %	40.4 %	23.3 %		23.3
State	21.9 %	32.6 %	23.5 %		22.1

## Science

2021-2022

	Advanced	Proficient	Basic	Below Basic	
School	0.0 %	12.5 %	62.5 %		25.0
District	6.3 %	27.7 %	45.0 %		20.9
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

## Math

2021-2022

	Percent of Students Making Adequate Progress				
School					22.7

District		46.2
State		53.5

2020-2021		
	<b>Percent of Students Making Adequate Progress</b>	
School		35.7
District		42.7
State		41.5

ELA

2021-2022		
	<b>Percent of Students Making Adequate Progress</b>	
School		31.8
District		64.1
State		64.4

2020-2021		
	<b>Percent of Students Making Adequate Progress</b>	
School		64.3
District		70.5
State		60.7

2021-2022		
	<b>Overall Student Engagement</b>	
School		49.5
District		38.4
State		45.5

2020-2021		
	<b>Overall Student Engagement</b>	
School		50.9
District		42.6
State		45.7

*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: tblackwell@sd41.org at 3/23/2023 12:22:15 PM