

ANOTHER CHOICE VIRTUAL CHARTER (1247)

Submitted by: lsandidge@anotherchoicecharter.org at 11/15/2019 8:06:21 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. Include teacher, principals, parents, and other school leaders.

| Stakeholder Name | Position | Remove |
|------------------|----------------------|--------------------------|
| Laura Sandidge | Administrator | <input type="checkbox"/> |
| Amber Pearson | Capacity Builder | <input type="checkbox"/> |
| Kim Hunter | ISEE | <input type="checkbox"/> |
| Jamie Wolfe | Title 1 / Elementary | <input type="checkbox"/> |
| Stephen Gibson | HS ELA | <input type="checkbox"/> |
| Mona Jones | SPED / Testing | <input type="checkbox"/> |
| Courtney Linker | 7-12 Math | <input type="checkbox"/> |
| Kim Dicus | Seniors / SPED | <input type="checkbox"/> |
| Liliana Sanders | ELL Coordinator | <input type="checkbox"/> |
| Denise Vincent | Reading | <input type="checkbox"/> |
| Amy Grauberger | PD / SPED | <input type="checkbox"/> |
| Laura Shoemaker | Community Member | <input type="checkbox"/> |
| Stacey Westfall | Parent | <input type="checkbox"/> |

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate

student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need Description:

ACVS needs to improve academic achievement for all students while also focusing on the sub population of "white".

SMART Goal:

By May of 2020 57% of all students will meet or exceed their trajectory goals on the Math ISAT summative assessment and 75% of K-12 ELA students will meet or exceed their trajectory goals on the ELA summative assessment. Overall proficiency in ELA will go from 34% to 39% and overall proficiency in Math will go from 10.7% to 16% (Within this school we recognize the sub population white [72%] was identified. This population is included within this goal.)

Remove

Evidence-Based Interventions: Discussion Topics

Need 1

| # | 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 | 100% of students in grades K - 2 will use the IStation progress monitoring tool for Reading from September 1, 2019 through April 30, 2020 and will receive a Rate Of Improvement (ROI) of minimally 5 points. | Strong Evidence | IStation has been adopted and approved by the SDE as a progress monitoring tool. | In 2019.2020 students will be able to utilize the IStation program as a progress monitoring tool. This evidence will be collected by the focus group/instructional meeting agendas and notes. | <input type="checkbox"/> |
| 1-2 | 100% of students in grades K - 2 will use the IStation progress monitoring tool for Math from October 1, 2019 through April 30, 2020 and will receive a Rate Of Improvement (ROI) of minimally 5 points. | Strong Evidence | IStation has been adopted and approved by the SDE as a progress monitoring tool. | In 2019.2020 students will be able to utilize the IStation program as a progress monitoring tool. This evidence will be collected by the focus group/instructional meeting agendas and notes. | <input type="checkbox"/> |
| 1-3 | All students will receive interim assessments that align to their grade level matrix. | Strong Evidence | We have taken the direct trajectory data from the state and have used this to determine our population. | Evidence for this intervention will be to implement interim student assessments as scheduled for the 2019.2020 | <input type="checkbox"/> |

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|-----|--|-----------------|--|--|--------------------------|
| | | | Interim assessment has been adopted and approved by the SDE as a progress monitoring tool. | school year for ELA and MATH. | |
| 1-4 | The focus/instructional and power pack / leadership teams will analyze all interim data for ELA and Math from September 1, 2019 through March 1, 2020. | Strong Evidence | Interim assessment has been adopted and approved by the SDE as a progress monitoring tool. | This evidence will be collected by the focus group/instructional meeting agendas and notes. | <input type="checkbox"/> |
| 1-5 | All students, K - 12, will receive the MAP growth test in Language, Math, and Reading three times a year, to monitor growth. The sub population of "white", will be monitored specifically for growth. | Strong Evidence | MAP by NWEA has significant data to support it is an effective progress monitoring tool. | This evidence will be collected by the District and monitored through the focus group/instructional meeting agendas and notes. | <input type="checkbox"/> |

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|-----------|---|---|---|--|--------------------------|
| Need 2 | Need Description: | | SMART Goal: | | <input type="checkbox"/> |
| | ACVS identified the need to focus on "Alignment of Teaching and Learning" based on the needs assessment results. | | ACVS will employ focus groups / instructional teams that will focus on alignment of teaching and learning through regular collaboration and score at or above 3 points (Proficient) based on the Kipp: Content Team Rubric by May 18, 2020. | | Remove |
| | Evidence-Based Interventions: Discussion Topics | | | | |
| | Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i> | What evidence level of criteria does this strategy meet? | How the intervention meets the definition of "Evidence Based" | Describe how the intervention will be monitored and evaluated for effectiveness. | Remove |
| 2-1 | The Focus Group / Instructional Team will meet a minimum of 3 times monthly for 45 minute sessions. | Strong Evidence | The Implementation of "Kipp: Content Teams Rubric" | Documentation of how groups were specified will be uploaded. The meeting calendar will document meeting dates. | <input type="checkbox"/> |

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| 2-2 | The Focus Group / Instructional Team will self evaluate themselves quarterly and focus on the areas we need to develop. | Strong Evidence | The Implementation of "Kipp: Content Teams Rubric" | The documentation of the self-assessed score on the Kipp Content Teams Rubric will be within the notes of our meetings. | <input type="checkbox"/> |
| 2-3 | ACVS Teachers will put in to practice the following 5 teaching strategies within their online classes: Scaffolding; Feedback; Direct Instruction; Reflection; Discussions. | Strong Evidence | Hattie's research on effect size. | Continual review of our student interim assessment data will demonstrate efficacy. Documentation of the teaching strategies will be provided by examples provided by teachers. | <input type="checkbox"/> |
| 2-4 | ACVS Teachers will identify 5 teaching strategies to concentrate on within their online classes during the 2020.2021 school year. | Strong Evidence | Hattie's research on effect size. | Documentation of the selection will be uploaded by June 1, 2020. | <input type="checkbox"/> |

Need Description:

ACVS identified "Core Instruction" as a priority focus area based on the needs assessment results.

SMART Goal:

By May 2020, 100% of ACVS teachers will effectively design instruction and increase teacher online presence in one content area by using such suggested strategies as discussion boards, teacher led video recordings, synchronous sessions, and intervention groups as measured by achieving a minimum score of 3 (proficient) in the following areas 3.2, 3.4, 3.5, 4.4 and 4.5 (increasing teacher presence for online learning activities) of the ACVS Online Course Review Tool (see attached document).

Remove

Evidence-Based Interventions: Discussion Topics

Need 3

| # | 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 |
|-----|---|---|--|---|--------------------------|
| 3-1 | Teachers will do a peer review of 3.2, 3.4, 3.5, 4.4 and 4.5 (increasing teacher presence for online learning activities) of the ACVS Online Course | Strong Evidence | The ACVS Online Course Review Tool utilizes the Charlotte Danielson Framework. | Teachers will do a bi-annual peer review using the ACVS Online Course Review Tool and administration will observe | <input type="checkbox"/> |

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|-----|---|-----------------|---|--|--------------------------|
| | Review Tool for all K - 12 teachers in minimally one course, and provide independent feedback by January 15, 2020. | | | based on the school policy that has been approved by the state. | |
| 3-2 | Direct instruction will be provided in Professional development activities monthly and implemented by teachers weekly to increase online presence. | Strong Evidence | John Hattie's visible learning "Teacher / student relationship" with an effect size of .52 and "Teacher Credibility" with effect size of .90. | Focus / Instructional teams will review the strategies via a reflection process and document application within the group notes. | <input type="checkbox"/> |
| 3-3 | An observer will review 3.2, 3.4, 3.5, 4.4 and 4.5 (increasing teacher presence for online learning activities) of the ACVS Online Course Review Tool for all K - 12 teachers in two courses, where applicable, and provide independent feedback by May 15, 2020. | Strong Evidence | The ACVS Online Course Review Tool utilizes the Charlotte Danielson Framework. | Teachers will benefit from an additional observation and feedback on how to increase teacher presence in an online setting. | <input type="checkbox"/> |

Need Description:

ACVS identified the need to establish a functioning leadership team to employ the school improvement process. The school did not have a leadership team in place prior to this work.

SMART Goal:

ACVS will employ a Leadership Team that is at a minimum 3 points "operational" or above in 6 out of 8 areas on the Leadership Teams Rubric with none in the Not Evident category by May of 2020.

Remove

Evidence-Based Interventions: Discussion Topics

Need 4

| # | 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 |
|---|--|--|---|--|--------|
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| 4-1 | The Power Pack / Leadership team will create an annual calendar of at a minimum of 2 meetings a month for a minimum of 4 hours a month. | Strong Evidence | The Implementation of "Rubric for Leadership Teams" by Dr. Leigh Ann Putman. | The meeting calendar will document meeting dates. | <input type="checkbox"/> |
| 4-2 | The Power Pack / Leadership team will self evaluate ourselves quarterly and focus on the areas we need to develop. | Strong Evidence | The Implementation of "Rubric for Leadership Teams" by Dr. Leigh Ann Putman will help build collective efficacy. Hattie's "The collective efficacy" has an effect size of 1.57. | The documentation will be provided within the notes of our meetings. | <input type="checkbox"/> |
| 4-3 | The Power Pack / Leadership team will participate in training throughout the summer, for a minimum of two days to ensure they can help their focus team improve student outcomes within our system. An additional day will be needed to process the information and to work on our plan for the following year. | Strong Evidence | The Implementation of "Rubric for Leadership Teams" by Dr. Leigh Ann Putman will help build collective efficacy. Hattie's "The collective efficacy" has an effect size of 1.57. | The documentation will be provided within the notes of our meetings. | <input type="checkbox"/> |

Need Description:

ACVS identified the need to review and align "Core Curriculum."

SMART Goal:

By May 2020, 100% of teachers will demonstrate fidelity to the core curriculum by effectively implementing 3.1 & 3.4 (adding a variety of assessments that align with the course standards and unit objectives and materials) of the ACVS Online Course Review with a minimum score of 3 (proficient).

Remove

Evidence-Based Interventions: Discussion Topics

Need 5

| # | 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 |
|-----|--|--|---|--|--------------------------|
| 5-1 | ACVS will utilize the current list of all core curriculum materials | Strong Evidence | The specific research from each curriculum | The research and standards alignment on each program used at ACVS will be | <input type="checkbox"/> |

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|------------|---|--------------------------|--|---|---------------------------------|
| | <p>and verify that it is aligned to the state standards as each teacher is currently taking one class and in collaboration with their focus / instructional team are working to ensure that minimally one class per semester is fully aligned with the state standards. This will be reviewed every semester from 2019 through 2021.</p> | | <p>will be utilized to confirm that the curriculums are aligned to state standards.</p> | <p>verified through the focus / instructional teams each semester as documented by notes.</p> | |
| <p>5-2</p> | <p>By May 20, 2020 all Math, English, Science, and History teachers will have two additional classes that take the current curriculum that is being used and ensures that it is aligned to the state standards to ensure that the presentation scope is in the order it should be to optimize student performance on state standards.</p> | <p>Strong Evidence ▾</p> | <p>"Standards in Practice," on the Educational Trust Web site, describes a team-based professional development strategy for aligning assignments or programs with content standards.</p> | <p>Weekly collaboration with our focus/instructional teams to confirm and develop the classes. Weekly professional development is being provided to build the capacity of the teachers to do this. Each class will have a curriculum matrix and a scope and sequence that is aligned to the state standards and the curriculum. ACVS will require all teachers to turn in their completed curriculum matrix with the MAPPED curriculums they are using at the end of the year along with the curriculum scope and sequence.</p> | <p><input type="checkbox"/></p> |
| <p>5-3</p> | <p>By May 20, 2021 all Math, English, Science, and History teachers will have all classes that take the current curriculum that is being used and ensure that it is aligned to the state standards to ensure that the presentation scope is in the order it should be to optimize student performance on state standards.</p> | <p>Strong Evidence ▾</p> | <p>"Standards in Practice," on the Educational Trust Web site, describes a team-based professional development strategy for aligning assignments or programs with content standards.</p> | <p>Weekly collaboration with our focus/instructional teams to confirm and develop the classes. Weekly professional development is being provided to build the capacity of the teachers to do this. Each class will have a curriculum matrix and a scope and sequence that is aligned to the state standards and the curriculum. ACVS will require all teachers to turn in their completed curriculum matrix with the MAPPED curriculums they are using at the end of the year along with the curriculum</p> | <p><input type="checkbox"/></p> |

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|-----|--|-----------------|---|---|---|--------------------------|
| 5-4 | All K - 6 core curriculum and courses were aligned to the state standards by the K - 6 team during the 2018.2019 school year. During the 2019.2020 school year this will be monitored and improved upon where necessary. | Strong Evidence | "Standards in Practice," on the Educational Trust Web site, describes a team-based professional development strategy for aligning assignments or programs with content standards. | scope and sequence. | The K - 6 teachers will update and modify as needed the mapping for all courses within K - 6. | <input type="checkbox"/> |
| 5-5 | IT and staff training in, and purchase of, the enhanced curriculum materials structured to meet the needs of ACVS students. | Strong Evidence | John Hattie's visible learning "Technology with learning needs students" with an effect size of .57 and "Technology with Elementary students" with effect size of .44. | Curriculum that has been purchased by ACVS will be monitored and trained on as well as more curriculum will be purchased as needed to ensure our students get the material they need. ACVS will purchase and put in place prior to the 2020.2021 school year. | <input type="checkbox"/> | |
| 5-6 | By May of 2020 ACVS will have a ongoing training plan to ensure students and parents know how to utilize the curriculums offered by ACVS. | Strong Evidence | John Hattie's visible learning "Conceptual Change Programs" with an effect size of .99 and "Deliberate Practice" with effect size of .79. | Collaboration as needed with our focus/instructional teams to confirm, develop and implement the training plan. | <input type="checkbox"/> | |

Need 6

Need Description:

ACVS needs to improve graduation rates.

SMART Goal:

By May of 2020, ACVS will increase both the 4 and 5-year cohort graduation rate by 4% or greater as measured by the State Department of Ed requirements.

Remove

Evidence-Based Interventions: Discussion Topics

| # | Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i> | What evidence level of criteria does this strategy meet? | How the intervention meets the definition of "Evidence Based" | Describe how the intervention will be monitored and evaluated for effectiveness. | Remove |
|-----|--|---|--|---|--------------------------|
| 6-1 | ACVS secondary students (7/8 & 9-12) staff have moved to a cohort advisory rather than a grade level advisory allowing the advisor and students to remain together for a 2 to 4 year period. ACVS will fully audit all students in 9 - 12 to ensure that all classes assigned or on the graduation plan will effectively and efficiently meet the needs of the students so they could meet graduation requirements in a timely manner. | Strong Evidence | Research is provided by The Looping Handbook by Jim Grant, Bob Johnson, and Irv Richardson provides evidence supporting the use of looping. Beyond the benefits reported by teachers and parents, there is evidence that looping results in increased student attendance, decreased retention rates, a decline in discipline problems and suspensions, and increased staff attendance. Additionally data by Findley Maureen indicates that overall this is a positive impact on relationships. | Documentation of cohort level activities. | <input type="checkbox"/> |

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

PD and support in defining what the above should look like in a virtual learning environment will be necessary to achieve success and set realistic criteria, this will be funded primarily out of existing funds and the time required to do this has been primarily incorporated throughout the current school day.

Resources needed to meet the following needs & the goal associated with the need:

1. ACVS needs to improve academic achievement for all students while also focusing on the sub population of "white" - this will be funded primarily out of existing funds and the time required to do this has been primarily incorporated throughout the current school day. Istation for Math will need to be purchased as well as ongoing training for all curriculums.
2. ACVS identified the need to focus on "Alignment of Teaching and Learning" based on the needs assessment results - this will be funded primarily out of existing funds and the time required to do this has been primarily incorporated throughout the current school day. Additional training material will be provided on John Hattie's strategies and others as deemed appropriate.
3. ACVS identified "Core Instruction" as a priority focus area based on the needs assessment results - this will be funded primarily out of existing funds and the time required to do this has been primarily incorporated throughout the current school day. It is required that an additional observer be incorporated beyond the admin staff in order to assist in supporting and ensuring that all teaching staff are increasing their on line presence. A stipend of \$5,000 for 120 hours to observe

100% of the teachers will be provided to an ACVS staff as it will be above their existing job tasks and time allocations. This expense can be seen as part of the monies associated with 100 Obj. code of the budget.

4. ACVS identified the need to establish a functioning leadership team, this will be funded primarily out of existing funds and the time required to do this has been primarily incorporated throughout the current school day. However, the full team will meet for a 3 days over the summer so we can develop our skills. This is above and beyond their current contract days so this will require 10 FTEs to add 3 days over their current contracts for a total of \$12,000 as well as the training costs of \$4,500. This expense can be seen as part of the monies associated with Obj. codes 100, 300, and 380 of the budget.

5. ACVS identified the need to review and align "Core Curriculum" - much of the needed work can be funded out of existing funds and the time required to do this has been primarily incorporated throughout the current school day. However, in order to ensure that ACVS is implementing our training plan for students and parents we will need to have additional assistance at getting students more engaged in order for them to have deliberate practice. This will require one on one intervention with students by implementing tutors to work directly with students. It is projected that one individual working 1,000 hours over the course of the school year at approximately \$15.00(+/-) an hour would be a total expense of \$15,000 per individual. The goal would be to have at least 5 individuals working one on one with ACVS students and to provide some additional training for the parents of our students in the programs. Additionally, reading books that will go into the hands of students will also be purchased. Salaries for this expense will come out of 100 Obj. code of the budget. The budget also connects this goal to Obj Code 300 as 100% of staff need continued training on how to better align our curriculum to state standards in an efficient manner within the virtual setting, this will be done during the school year. Staff will also need additional training that will require travel which connects to Obj. codes 300 and 380 of the budget. Obj Code 400 pays for the books and other materials needed. IT staff and others will require additional offsite training on how to implement the changes in a more seamless manner for our students as we are a virtual school. The training of our staff is integral in making our systems effective. Additional curriculum more aligned to state standards which would increase engagement for students are expected to be purchased and implemented and will be funded out of Obj Code 500.

6. ACVS needs to improve graduation rates - this will be funded primarily out of existing funds and the time required to do this has been primarily incorporated throughout the current school day.

Tutors will also work directly with seniors to ensure that we are maximizing our graduation efforts for our students. A minimum of \$5000 will be allocated to seniors to help them with course completion to ensure graduation.

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.

<http://anotherchoicecharter.org>

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

ACVS will annually compile the data that will reflect achievement of these goals.

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: lsandidge@anotherchoicecharter.org at 11/15/2019 8:06:21 PM