

RIDGE CREST ELEMENTARY SCHOOL (0384)

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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
Doug Bitter	Principal	<input type="checkbox"/>
Ralene Patten	Kindergarten Teacher	<input type="checkbox"/>
Lori Stocking	1st Grade Teacher	<input type="checkbox"/>
Megan Leiseth	2nd Grade Teacher	<input type="checkbox"/>
Brenda McCandless	3rd Grade Teacher	<input type="checkbox"/>
Jill Bonnel	4th Grade Teacher	<input type="checkbox"/>
Jacalyn Bombard	5th Grade Teacher	<input type="checkbox"/>
Jennifer Johnson	Parent	<input type="checkbox"/>
Jodi Togiai	Capacity Builder	<input type="checkbox"/>
Linsey Martin	Parent/PTA Leadership	<input type="checkbox"/>

Needs Assessment

<p>School Leadership Team</p>	<p>The Ridge Crest Elementary Leadership Team (chaired by the principal) meets twice a month. The team consists of six teachers, the school capacity builder, two parents, and the principal. There is one teacher from each grade level in the school. Each teacher represents their grade level team. The principal creates the agenda based on issues brought up by grade level PLCs, district leadership, data, and behavioral issues. This meeting also at times has guests, for example, PTA members, teachers who are experts in an area, or other community members.</p> <p>Data (from IStation, ISAT, adopted curriculum, etc.) is presented by different leadership team members or guests. The team discusses the data to identify strengths and areas of improvement. The team then decides on a direction using the SWIP tool as a guide. One team member takes notes that are printed and distributed to the staff. A signature sheet is collected to track attendance of team members. Each grade level team member is asked to inform their grade level team of why and how decisions were made.</p>
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School and Community

Ridge Crest Elementary is about two thirds white and one third Hispanic. Other ethnicities are present but not heavily represented. 58% of the students are on free and reduced lunch, 17% of students are EL, and 12% are students with a disabilities. There are also several high SES families whose students attend Ridge Crest Elementary.

Ridge Crest Elementary has a very experienced staff averaging over 15 years experience. The staff consists of mostly females with only three staff members being male.

The principal is in his 4th year as an administrator at the school.

In an attempt to reach out to families, the school has many different family and parent nights. Along with these activities, the school has implemented a family reading challenge that coincides with the family reading night.

The district provides the school with additional support for EL students through EL assigned paraprofessionals. Under the direction and supervision of the classroom teachers, the paraprofessionals work with students individually and in small groups. There is also a team that administers our WIDA testing which helps inform the leadership team and teachers of EL student progress and needs. Similar to our EL support the district provides the school with additional support for Native American student through an Indian Education assigned paraprofessional.

After having a few years of decline in student population at Ridge Crest, the student population flattened out and Ridge Crest is now seeing some increases in the number of students enrolling at Ridge Crest. Efforts are being made to ensure Ridge Crest remains a school with a good reputation and the community chooses to attend Ridge Crest over other schools of choice.

Academic Achievement

Documentation is in an uploaded file of grade level achievement for Fall, Winter, and Spring as tested on Istation. Istation is used to assess reading and math proficiency. The leadership team also reviews ISAT results. Traditionally, Ridge Crest has performed better in reading and language while math scores were lower, but the math scores have made good improvement in the past few years. Also in recent years, EL and Hispanic student scores on the ISAT have been identified as an area of weakness, but due to the effects of the covid-19 pandemic, data for the past few years has been limited regarding this sub-group area. Great efforts were made last school year and will continue this year to intervene and give additional support to our EL and Hispanic population.

Student Learning Needs

Ridge Crest Elementary has a system to screen and benchmark students three times per year. At the beginning

	<p>of the year students in grades K-5 are screened using the reading and math ISIP from Istation. These tests flag students who may need additional support. Based off of testing and student work, students are referred to the school RTI team, and plans are put in place to assist these students.</p> <p>IRI and ISAT data is discussed with the principal and grade level teams each fall, and appropriate goals are established based on the previous spring's data. (Reference Blackfoot Cycle of Work for testing schedule)</p> <p>Also, ISAT testing results are used to inform staff of student learning needs. According to the ISAT results, in the spring of 2019, EL and Hispanic student groups were identified as groups that need to improve because the gap between these two subgroups and the overall student population was too great. Strategies and plans are being implemented to support these subgroups.</p>
<p>Core Curriculum</p>	<p>Ridge Crest Elementary is using Houghtin Mifflin Harcourt's Into Reading curriculum in grades k-5 for English Language Arts and enVisions for the core math program. Both programs are evidenced based and on Idaho's list of state approved curriculum.</p> <p>Core curriculum is delivered with fidelity to the extent that it supports the Idaho Core Standards.</p> <p>Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the building administrator.</p> <p>Professional development has been provided by the district on a variety of core curriculum topics. Additional research based curriculum can be found on the curriculum triangle that has been uploaded. It is the practice of the Blackfoot School District that ESSA law regarding research based materials is followed for core curriculum and intervention programs. A file containing the specific research regarding adopted programs from What Works Clearinghouse is in the Federal Programs Director's office.</p>
<p>Core Instruction</p>	<p>Instructional staff are consistently adjusting their instruction based on informal/formal assessments and weekly summative assessments. Instruction is also adjusted based on monthly standardized progress monitoring using Istation. Formative assessments include teacher observations, projects, classwork, and student feedback. All students receive grade level instruction. In an effort to provide opportunities to all subgroups of students, core instruction is delivered to all students, and appropriate intervention and enrichment are provided to meet the needs of all subgroups of students. Core instruction is differentiated to provide opportunities for students to reach proficient and advanced academic achievement levels. Teachers use formal and</p>

	<p>informal assessments to interpret student needs and ensure core instruction is appropriately taught.</p>
<p>Alignment of teaching and Learning</p>	<p>Teaching and learning are articulated by following district provided curriculum maps and meeting as grade-level teams.</p> <p>Grade level teams have been provided at least 30 minutes of common planning time each week for the purpose of collaborating about teaching and learning expectations at their respective grade levels. This collaboration and fidelity to Idaho Core Standards enables students to receive a consistent learning experience.</p> <p>In order to align laterally between grade levels, instructional staff also consistently articulate needs, collaborate, and share resources during various meetings, such as staff, leadership, and RTI.</p>
<p>Universal Screening</p>	<p>All students are screened at the beginning of the school year in English Language Arts (ELA) and math using Istation assessments. All certified staff progress monitor their students in reading and math. The intensity of progress monitoring is based off of individual student needs and results.</p> <p>Intervention groups and lesson planning are based on this assessment data. In grades k-5, Istation reading and math assessments are used for benchmarks and for progress monitoring. The assessments are administered monthly or as prescribed by the program for progress monitoring, and benchmarking assessments are given in September, January and May. National norms are used to identify students who are at-risk. Students performing between the 25th to 10th percentile are closely monitored and interventions are assigned. These students may be placed on an RTI (Response to Intervention) plan as determined by the RTI team.</p> <p>All students who perform below the 10th percentile are placed on an RTI plan that may lead to testing for eligibility of special education services. Aimsweb is the primary progress monitoring system being used for students on RTI plans. This screening schedule can be viewed on the attached cycle of work document. In addition to district benchmarks and screeners, grades k-3 are given the IRI. Results are shared with teachers after a screener is given and typically with parents at conferences.</p> <p>Also, students who are identified as EL (English learners) are administered the WIDA Access 2.0 once a year. The results from Access 2.0 is used to help determine progress and needs of EL students. Students who receive a score lower than proficient are placed on a learning plan to help with teaching strategies, interventions, and accommodations in the classroom.</p>

The principal and parents can also monitor a student's progress using Infinite Campus, WIDA, Istation scores, and ISAT scores. Letters are sent home informing parents of progress in these programs.

Tiered Instruction and Academic Interventions

Ridge Crest Elementary has built a schedule that allows each grade to have a 30 minute intervention in reading/ELA four times a week. This year Ridge Crest has implemented the use of multi-grade interventions that allows for smaller groups and more targeted instruction. These interventions allow increased differentiation in instruction that can take place in classrooms, computer labs, and hallways. Students understand where the appropriate intervention will be taking place and walk to the correct location. Intervention groups are determined by student skill deficits. This is determined through Istation scores, Core Phonics Assessment, Imagine It lesson assessment, Imagine Learning, IRI, and informal assessments. Intervention groups are determined by student skill deficits. All k-2 students are participating in an intervention or enrichment groups during the multi-grade level interventions. K-2 students that require intervention in math are placed in groups during another time of the day. All 3rd-5th grade students receive a multi-grade level math intervention or enrichment, and those needing reading interventions are placed in skills based groups during a separate time of the day.

Student progress towards mastery of standards is monitored through Infinite Campus which is our SIS system. Teachers post accurate grades weekly. PLCs are used to discuss student progress or lack of student progress. Teachers have access to literature on diverse intervention strategies and find appropriate curriculum using the school district curriculum triangle. In order for a curriculum to be considered to be put on the Curriculum Triangle, it must meet ESSA guidelines regarding efficacy and promising research at a very minimal. We utilize programs off of the triangle, and if we look for any other program, we work with our Federal Programs Director and Curriculum Director to make sure the program meets ESSA requirements.

Teachers commonly use small group or individual intervention strategies. The average group size depends on the skill being reviewed. For example, a sight word group might be large, but a fluency group might only have 4-8 students.

The RTI team monitors students' scores and makes suggestions as to which interventions may be beneficial. Teachers also record successful interventions in "Milepost" to ensure the next teacher will know which interventions have been successful with a student. We also utilize Infinite Campus, WIDA testing letters, Istation and ISAT testing

	<p>letters to disseminate information accurately and in an easy way to understand for parents and families.</p>
<p>Learning Time</p>	<p>The school year consists of 147 student contact calendar days. The students' daily schedule runs from 8:15 a.m. - 3:35 p.m., Monday - Thursday. This is the second year Ridge Crest has followed a schedule with a 4-day school week. Ridge Crest is now in the fourth year of providing an optional all day Kindergarten. Kindergarten follows the same schedule as all other grades in the school. An optional Friday school study hall, that runs from 9:00-12:00 on most Fridays, is made available for families that decide their students could use additional support or help in their work.</p>
<p>Non-Academic Student Needs</p>	<p>Each school year the staff is trained in identifying students experiencing homelessness and/or poverty.</p> <p>Ridge Crest has a music and PE specialist that come to the school each week. Each class receives 30-60 minutes of instruction per subject, per week. We have a school counselor who is at Ridge Crest full-time. She does individual counseling, class presentations, and social skills based groups. We have speech therapists, hearing therapists, occupational therapy, and a physical therapist come to our school to service students with those needs.</p>
<p>Well-rounded Education</p>	<p>Staff addresses well-rounded education by providing students with numerous opportunities such as: guest speakers, fairs, community events, field trips, holiday programs, and performance opportunities. This year staff will be implementing as many of these opportunities as possible while paying attention to Covid-19 guidance from the district. Students are also provided with P.E., Library, and Music for at least 30 minutes per week. Grades 2-5 also receive a half hour of keyboarding/computer skills per week in their classrooms.</p>
<p>Additional Opportunities For Learning</p>	<p>Ridge Crest welcomes community resources to present information about services provided outside of the school. For example, the Blackfoot Public Library has presented summer reading programs, Bingham Memorial Hospital has sponsored health fairs and jump rope clubs. Ridge Crest also posts fliers concerning community resources, sports and community events in the entrance of the building. Two years ago an after school choir was started for 2nd-5th grade students who wanted to participate.</p> <p>Currently, Ridge Crest is offering an after school program through the 21st Century Learning Grant. Students are referred by school staff to participate in this program based off of academic, social, emotional, or other needs.</p>
<p>School Transitions</p>	<p>Each year Ridge Crest elementary has a "kindergarten round-up." Parents register their student and are informed</p>

	<p>regarding what is expected of kindergarten students academically and behaviorally on the first day of school.</p> <p>In order to assist 5th graders transition to the 6th grade center, teachers from the 6th grade center visit 5th grade classes each year and explain what students should expect the following year. 5th grade teachers also write letters to the students' 6th grade teacher in "Milepost" or on forms used for student placement. These letters explain any concerns or accommodations the student may need. When necessary the Ridge Crest Elementary principal also meets with the 6th grade center's principal to discuss student needs and what needs must be met to ensure an individual student's success. Transition meetings are also held for special education students that are moving from the 5th grade to the 6th grade school.</p> <p>Transition meetings are also held for students with disabilities that are transitioning from the preschool to kindergarten.</p>
<p>Professional Development</p>	<p>Teachers are provided regular opportunities to collaborate with grade level partners. Additional prep time has been allocated within the master schedule for teachers to prep as well as discuss data and interventions. Teachers are able to reflect and improve on their instruction practices with students.</p> <p>The district has provided professional development based off of teacher needs, Power Hours on relevant topics multiple times a year and annual key-note speakers. The district has also provided training for how to better meet the needs of our EL and culturally diverse students. Additional professional development has been provided at the building level through administration or other district personnel throughout the school year. It is the expectation that all instructional staff attend professional development activities. Paraprofessionals have been given the opportunity to participate in the same professional development as teachers. Sign in sheets and agendas for school specific professional development are kept by the building administration.</p> <p>Professional development opportunities are communicated through email, staff meetings, and are posted in the faculty room.</p> <p>Instructional staff is surveyed annually to determine professional development needs for the following year. The leadership team and RTI teams also assist in identifying professional development needs.</p>
<p>Family and Community Engagement</p>	<p>Ridge Crest Elementary is very focused on family and community engagement. Our school holds an annual school reading challenge. Each family receives a free chapter book that has been chosen with parent input. The reading</p>

	<p>challenge lasts for about two weeks. During those two weeks, families are encouraged to read an assigned reading every night. The school holds a family reading night that coincides with the reading challenge. In past years, Ridge Crest has conducted an "Extreme Bedroom makeover" where we organize community members to donate to a family in need. Ridge Crest also organizes a secret Santa type program that allows school and community members to help provide items for students in need. We also have several family activities that range from holiday parties and programs, McTeacher night, and other various family nights. The majority of these events are listed on our school engagement compact which is posted on the school's website.</p> <p>District policy # 677, 677.10 requires that the school engage in family and community engagement through a partnership with parents. When planning an activity, the leadership team meets and discusses what needs to be done to ensure it is a successful event. The leadership team also meets after the activity to discuss what went well and what could be improved. The leadership team keeps notes on these events, which help determine if the event should be repeated or how it could be improved.</p> <p>Ridge Crest PTA meets twice a month, and the principal and teachers often attend the meeting. PTA members also participate in the school Team Leadership meetings. The school has a few staff members who are assigned to be parent involvement specialists to assist in the school's work with parents, PTA, and other patrons. The PTA is involved in the planning and implementation of several family nights.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>100% of certified teachers at Ridge Crest Elementary meet state certification requirements. The school district provides professional development and reimbursement to aid teachers in recertification. Teachers that are new to the district receive PD to help them in the transition to a new teaching position and district. New teachers to the school are also assigned a mentor teacher to help them as they get oriented at Ridge Crest.</p> <p>When available, many of the teachers at Ridge Crest receive leadership premiums for fulfilling various additional responsibilities, such as working on the leadership or RTI team, organizing parent involvement, and mentoring other staff.</p>
<p>Coordination and Integration With Other Programs</p>	<p>Ridge Crest Elementary is a schoolwide Title I school. We coordinate with the Blackfoot Police department not only with our SRO (Student Resource Officer) but also with the DARE program.</p> <p>Our English Learner students are supported by an EL</p>

paraprofessional who helps track and supports them and their interventions. Our Native American students are supported by an Indian Education paraprofessional who helps track and supports them and their interventions. The school counselor periodically attends an interagency meeting to learn about community resources.

The Blackfoot Fire Department also regularly makes presentations to the students and comes monthly for the "Lunch with a Fireman" program.

The focus of our Title 1-A program is to ensure the following 12 items:

- 1) ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers;
- (4) holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- (5) distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) providing greater decisionmaking authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount

and quality of instructional time;
 (9) promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
 (10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
 (11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and
 (12) affording parents substantial and meaningful opportunities to participate in the education of their children.

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
1

Need Description:

The interruptions created by the Covid-19 pandemic have left gaps in student learning in both math and ELA. Ridge Crests will focus on filling those gaps in order to increase students proficiency in math and reading.

SMART Goal:

During the 2021-2022 school year, Ridge Crest Elementary students will meet their growth goal in reading and math by doing one of the following on both ISIP tests:
 a) score a level 3, 4, or 5 on the spring benchmark
 b) move up a level at any time during the year
 c) score a level 4 or 5 at anytime during the year
 d) meet adequate growth on the raw score as determined by the leadership team

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
1-1	Istation is the district benchmark and progress monitoring assessment system. Teachers have been trained by district and	Moderate Evidence ▼	Understanding the data that is received from the Istation	Observation, PLC minutes, RTI team minutes,	<input type="checkbox"/>

	<p>school staff regarding the use and interpretation of the data provided through these assessments. Information from Istation benchmarks and progress monitors will be used to create skills based interventions for students.</p>		<p>assessments and activities will increase the staffs effectiveness in choosing appropriate intervention strategies for each individual student.</p>	<p>leadership team minutes, and Istation data.</p>	
1-2	<p>Teachers will use the core curriculums, Into Reading and Envisions, and the intervention curriculums, Reading Mastery, Read Naturally, Imagine Learning, and other evidence based curriculums as identified on the district curriculum triangle.</p>	<p>Strong Evidence ▼</p>	<p>The listed programs are all research based curriculums.</p>	<p>Observations, PLC minutes, IRI results, Istation data, and ISAT results.</p>	<input type="checkbox"/>
1-3	<p>Teachers will use skills based interventions to administer explicit instruction during a daily intervention time.</p>	<p>Strong Evidence ▼</p>	<p>Explicit targeted instruction using research based curriculum.</p>	<p>Observations, interventions schedules and groupings, PLC minutes, RTI team minutes, IRI results, Istation data, and ISAT results.</p>	<input type="checkbox"/>

Need 2

Need Description:

According to Ridge Crest's 2018-2019 school year's math and ELA ISAT scores, there was a gap between the percentage of proficiency of English learners and non-EL students.

SMART Goal:

During the 2021-2022 school year, Ridge Crest Elementary students who are identified as EL will increase by one proficiency level in their 2 lowest domains as identified on the 2019 ACCESS for ELLs 2.0 English language proficiency test.

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	<p>Working under the direction of certified staff a</p>	<p>Moderate Evidence ▼</p>	<p>Explicit and targeted skills</p>	<p>Schedule and PLC notes,</p>	<input type="checkbox"/>

	paraprofessional will deliver additional instruction or interventions with EL students using researched based curriculum.		based instruction.	Observations, Istation tests, IRI results, ISAT results, and WIDA Access 2.0 results.	
2-2	Instructional staff will receive additional professional development in how to better meet the instructional needs of EL students.	Moderate Evidence ▼	Highly trained staff are more likely to create positive learning outcomes for students.	Classroom observations, schedules, student work, and progress monitoring test results.	<input type="checkbox"/>
2-3	Imagine Learning	Moderate Evidence ▼	Research has shown that students who use Imagine learning regularly increase their reading abilities.	Imagine Learning reports, Classroom teachers and EL paraprofessional observations	<input type="checkbox"/>

Need 3

Need Description:

According to Ridge Crest's 2018-2019 school year's Math and ELA ISAT scores, there was a gap between the proficiency of the Hispanic student population and the general student population.

SMART Goal:

During the 2021-2022 school year, Ridge Crest Elementary will decrease the gap between the Hispanic student population and general student population to less than 25% on both the math and ELA ISAT.

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
3-1	Teachers will use skills based interventions to administer explicit instruction during a daily intervention time.	Strong Evidence ▼	Explicit targeted instruction using researched based curriculum.	Observations, interventions schedules and groupings, PLC minutes, RTI team minutes, IRI results, Istation data, and ISAT results.	<input type="checkbox"/>
3-2	Instructional staff will receive professional development.	Strong Evidence ▼	Highly trained staff are more likely to create	Classroom observations, schedules, student	<input type="checkbox"/>

positive learning outcomes for students.

work, and progress monitoring test results.

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

All students came back to school last year after a long school closure during which students received long distancing learning opportunities. The school is still seeing gaps in students learning due to the school closure, long distance learning, and inconsistent attendance during last school year. Addition efforts are being made to help our EL student population, but it is difficult to find time to provide EL interventions that do not interfere with those students' core instruction time. A large percentage of our students qualify for free and reduced lunch. Many of our kindergarteners come to school having not received any preschool instruction.

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

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

<https://www.bfsdridgecrest.org>

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

The SWIP Plan will be monitored monthly by the school leadership team. The plan will be presented to staff at the beginning, middle and end of each school year. The SMART goals from the SWIP are used to make the grade level specific goals. Grade level teams monitor the progress of their grade level goals as it relates to the school wide goals. Leadership team, RTI team, and grade level teams will periodically evaluate data from the district benchmarks and state tests to monitor effectiveness of the plans.

Upload Files

Files

- o [Fed Prog Pamphlet \(1\).docx](#)
- o [BSD PD 2021-2022 \(1\).docx](#)
- o [RC Compact 2021-2022.pdf](#)
- o [Copy of Instructional Handbook 2021 \(1\).pdf](#)

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 an 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: mickj@d55.k12.id.us at 10/28/2021 4:10:54 PM