

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
Doug Bitter	Principal	<input type="checkbox"/>
Ralene Patten	Kindergarten Teacher	<input type="checkbox"/>
Debra St. John	Kindergarten Teacher	<input type="checkbox"/>
Lori Stocking	1st Grade Teacher	<input type="checkbox"/>
Megan Leiseth	GT Facilitator/2nd Grade Teacher	<input type="checkbox"/>
Brenda McCandless	3rd Grade Teacher	<input type="checkbox"/>
Sandra Christensen	4th Grade Teacher	<input type="checkbox"/>
Jacalyn Bombard	5th Grade Teacher	<input type="checkbox"/>
Katie Luke	Parent	<input type="checkbox"/>
Evelyn Robinson	Capacity Builder	<input type="checkbox"/>

Needs Assessment

The Ridge Crest Elementary Leadership Team (chaired by the principal) meets every other Monday at 3:15 PM. The team consists of six teachers, the school capacity builder, a parent, 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 PLC's, district leadership, data, and behavioral issues. The principal also leads the meeting. This meeting also frequently has guests. For example, PTA members, teachers who are experts in an area, or other community members.

School Leadership Team

Data (from EasyCBM, IStation, ISAT, Imagine Learning) is presented by different leadership team members or guests. The team then discusses the data and issue. 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. Each grade level team member is asked to inform their grade level team of why and how decisions were made.

Ridge Crest Elementary is about two thirds white and one third Hispanic. Other ethnicities are present but not heavily represented. 63% of the school is on free and reduced lunch. There are also several high SES families whose students attend Ridge Crest Elementary.

Ridge Crest Elementary has a very experienced staff averaging over 20 years experience. The staff consists of all females except for the principal who is in his 1st year as an administrator.

In an attempt to reach out to the Hispanic population the staff has hosted parties each year in River View Villa. River View Villa is a trailer park that is very low income and primarily Hispanic. The staff plays games and passes out refreshments to all members of that community. It has been seen as a very fun and meaningful event.

The district provides ESL and ELL support through a paraprofessional who works with students individually and in small groups. There is also a team that administers our WIDA testing and informs the leadership team of needs.

Over the last few years, Ridge Crest has seen a decline in student population. This has caused staff size to shrink. Efforts are being made to ensure Ridge Crest remains a school with a good reputation and the community chooses to attend Ridge Crest over charter schools in the neighborhood.

Documentation is in an uploaded file of grade level achievement for Fall, Winter, and Spring as tested on EasyCBM. The EasyCBM is used to assess reading and math proficiency. The leadership team also reviews IRI and ISAT results. Traditionally, Ridge Crest performs better in reading and language while math scores are lower. For this reason the principal ensures math scores are always a major focus of smart goals. Also ELL and special needs student scores on the ISAT were identified as an area of weakness and will need to be a focus of

School and Community

Academic Achievement

smart goals.

Student Learning Needs

Ridge Crest Elementary has a system to screen and benchmark students three time per year. At the beginning of the year students in grades K-5 are screened by using the reading and math assessments from EasyCBM . These tests flag students who may need additional support. Students are referred to the school RTI team and plans are put in place to assist these students. 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. Spring data will be uplaoded to this plan each year. (Reference Blackfoot Cycle of Work for testing schedule)

Core Curriculum

Ridge Crest Elementary is using SRA Imagine It in grades k-5 for English Language Arts, and enVisions for the core math program. Both programs are research and evidence based and on Idaho's list of state approved curriculum. Core curriculum is delivered with fidelity to the extent that it supports the Idaho Core Standards. Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the building administrator. Professional development has been provided by the district on a variety of core curriculum topics. Additional researched based curriculum can be found on the curriculum diamond 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.

Core Instruction

Instructional staff are consistently adjusting their instruction based on informal/formal assessments and weekly summative assessments. Instruction is also adjusted based on bi-monthly and monthly standardized progress monitoring using EasyCBM probes. 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 informal assessments to interpret student needs and ensure core instruction is appropriately taught.

Alignment of teaching and Learning

Teaching and learning are articulated by following district provided curriculum maps and meeting as grade-level PLC's. Grade level teams have been provided 75 minutes of uninterrupted professional learning community time each Monday from 2:00-3:15 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. Instructional staff consistently articulate needs, collaborates, and shares resources in order to align laterally within grade levels.

All students are screened at the beginning of the school year in English Language Arts (ELA) and math. All certified staff progress monitors their students in reading and math. Intervention groups and lesson planning is based on this assessment data. In grades k-5 EasyCBM reading assessments and math assessments are used for benchmarks and for progress monitoring. The assessments are administered bi-monthly or as prescribed by the program for progress monitoring, and benchmarking assessments are given in September, January and May. National norm are used to identify students who are at-risk. Students performing below the 25th percentile are monitored and interventions are recorded and reviewed to judge their effectiveness. Students who perform below the 16th percentile are placed on an intervention plan that may lead to testing for eligibility of special education services. This screening can be viewed by the attached cycle of work document.

Universal Screening

All students are given three universal screenings per year in reading and math. These benchmark assessments are administered in the fall, winter, and spring using EasyCBM

assessments. In addition, grades k-3 are given the IRI. District policy states that school-wide progress monitoring should take place according to the EasyCBM prescriptions which is based off of student data from the most recent benchmark. Students who are below the 16th percentile or not making growth should be monitored on a weekly basis. Students who are identified as ELL are given WIDA/Access testing. Students who receive a score lower than proficient are placed on a learning plan to help with accommodations in the classroom. Results are shared with teachers after a screener is given and typically with parents at conferences. The principal and parents can also monitor a student's progress using infinite campus, WIDA, and ISAT scores. Letters are sent home informing parents of progress in these programs.

Ridge Crest has targeted Tiered Instruction as our greatest area in need of alignment. Ridge Crest Elementary has built a schedule that allows each grade to have a 30 minute intervention in reading/ELA each morning. The interventions allow increased differentiation in instruction. These interventions 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 EasyCBM, Imagine It lesson assessment, Imagine Learning, IRI, and informal assessments. Student progress is monitored through Infinite Campus which is our SIS system. Teacher's post accurate grades weekly. PLC's are used by grade level 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 diamond. In order for a curriculum to be considered to be put on the Curriculum Diamond, they must meet ESSA guidelines regarding efficacy and promising research at a very minimal. We utilize programs off of the diamond and if we look for any other program, we work with our Federal Programs Director and Curriculum Director to make sure the

Tiered Instruction and Academic Interventions

programs meet 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 6-8 students. We are also supported by a "Star Tutor" program, where high school students are able to work with students allowing teachers more time for individualized instruction. The RTI team monitors students' scores and makes suggestions as to which interventions may be beneficial. Teachers also record successful interventions in "Milepost" and to ensure the next teacher will know which interventions have been successful with a student. We also utilize Infinite Campus, WIDA testing letters, and ISAT testing letters to disseminate information accurately and in an easy way to understand to parents and families.

The school year consists of 179 student contact calendar days. The students' daily schedule runs from 8:20 a.m. - 3:00 p.m., Tuesday -Friday. Mondays are an early release day that goes from 8:20-2:00. Ridge Crest also participates in an after school program funded by the 21st century grant. The after school program begins right after school and goes until 5:00 PM. 100 days of instruction and enrichment are offered to those students who qualify for participation. Students are exposed to a wide variety of activities and skill building programs. Academic support is also available through this program.

Each school year the staff is trained in identifying students experiencing homelessness and/or poverty. The school counselor is available to support students 5 days per week.

We have a music and PE specialist that come to our school each week. Each class receives 45-60 minutes of instruction per subject, per week. We have a school counselor who is here 5 days a week. She does individual counseling, class presentations, and social skill based groups. We have speech therapists, hearing therapists, occupational therapy, and a physical therapist come to our school to service students with those needs. We have an after-school program four days per week for grades 1-5. We also have

Learning Time

Non-Academic Student Needs

an interventionist that supports teachers.

Well-rounded Education

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.

Students are also provided with P.E., Library, and Music for at least 30 minutes per week.

Additional Opportunities For Learning

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.

School Transitions

Each year Ridge Crest elementary has a "kindergarten round-up." Future kindergarten students take tests to assess their abilities and parents are informed as to what is expected of kindergarten students academically and behaviorally on the first day of school.

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. 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. 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.

Teachers are provided regular opportunities to collaborate with grade level partners. More 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.

The district has provided professional development for the math program, Power

Professional Development

Hours on relevant topics 3 times a year, and annual key-note speakers. 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. The majority of professional development sign in sheets and agendas are kept by building administration.

Professional development opportunities are communicated through email, staff meetings, and are posted in faculty room.

Building has access to an interventionist on an as-need basis.

Instructional staff is surveyed annually to determine professional development needs for the following year, as well as input from the Leadership Team.

The professional development activities are designed to improve delivery of classroom instruction when using the math and intervention curriculum.

Family and Community Engagement

Ridge Crest Elementary is very focused on family and community engagement. Each year we visit "River View Villa" (a high poverty neighborhood on the outskirts of town). We pass out treats play soccer and meet families in their homes and local park. We have an "Extreme Bedroom makeover" where we organize community members to donate to a family in need. We also have several family activities that range from holiday parties and programs, McTeacher night to doing a family reading challenge. The majority of these events are listed on our school engagement compact which is posted on the school's website.

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.

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 staff member or two assigned to be a parent involvement specialist who assists in the schools work with parents, PTA, and other patrons.

Recruitment and Retention of Effective Teachers

100% of certified teachers at Ridge Crest Elementary meet state certification requirements.

Ridge Crest Elementary is a Title I school. We participate in an after school program. We coordinate with the Blackfoot Police department not only with our SRO (Student Resource Officer) but also with "Lunch with a Cop," and the DARE program.

Our English Learner students are supported by an EL paraprofessional who tracks and supports them and their interventions.

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

Coordination and Integration With Other Programs

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.

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: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need Description:	SMART Goal:	<input type="checkbox"/> Remove
Ridge Crest needs to implement reading interventions in all grade levels.	During the 2019-20 school year, Ridge Crest Elementary students grades K-5 will show an increase in score on assigned Spring easyCBM Reading Benchmarks by meeting the 50%ile as a grade level average.	

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.	<input type="checkbox"/> Remove
EasyCBM is a newly established district benchmark and progress monitoring assessment system. Teachers will be trained by district and school staff regarding the use and interpretation of the data provided through these assessments. Information from EasyCBM benchmarks and progress monitors will be used to create skills based interventions for students.	Moderate Evidence	Understanding the data that is received from the EasyCBM will increase the staffs effectiveness in choosing appropriate intervention strategies for each individual student.	Training agendas, PLC minutes, and EasyCBM data.	<input type="checkbox"/>
Teachers will use Reading Mastery, Imagine It, Read Naturally, Imagine Learning, and other research based curriculums as identified on the district curriculum diamond.	Strong Evidence	The listed programs are all research based curriculums.	Observations, PLC minutes, IRI results, EasyCBM results, and ISAT results.	<input type="checkbox"/>

Need Description:	SMART Goal:	<input type="checkbox"/> Remove
The Envisions math curriculum was adopted two years ago. School staff still need to focus on the implementation and use of this new core curriculum.	During the 2019-20 school year, Ridge Crest Elementary students grades K-5 will show an increase in score on the assigned Spring easyCBM CCSS Math Benchmark by meeting the 50%ile as a grade level average.	

Evidence-Based Interventions: Discussion Topics

<p>Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness. Remove</p>
<p>Teachers will receive training regarding the use of the Envision math curriculum.</p>	<p>Moderate Evidence</p>	<p>Additional training will allow teacher to plan better instruction. Teachers will also be able to implement the curriculum with greater fidelity.</p>	<p>Benchmark assessments will be given several times a year using EasyCBM. <input type="checkbox"/></p>
<p>Teachers will coordinate instruction and discuss common assessment results with their grade level team during their PLCs.</p>	<p>Promising Evidence</p>	<p>The use of PLCs to evaluate the effectiveness of instruction has been shown to help increase student achievement.</p>	<p>Progress monitoring will be done throughout the year using EasyCBM. PLC agendas and minutes will be kept and turned into the building administrator. <input type="checkbox"/></p>

Need Description:

According to the 2017-2018 school year ISAT scores, there was a gap between the student achievement of students with disabilities and the rest of the student population.

SMART Goal:

During the 2019-2020 school year, all Ridge Crest Elementary students with disabilities will reach their goals as outlined on their Individual Education Program.

Remove

Evidence-Based Interventions: Discussion Topics

<p>Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness. Remove</p>
<p>School staff will use collaboration time on Monday's to insure better</p>		<p>A focus on students' individual goals and</p>	<p>Progress monitoring will happen throughout the year <input type="checkbox"/></p>

coordination between the general education teacher and the special education teacher. Individualized educational program goals will be emphasized during this collaborative time and when planning instruction for student with disabilities.

Moderate Evidence

better collaboration between school staff can help to improve instruction for students with disabilities.

using EasyCBM. Special Education teacher will also track students progress towards meeting the goals.



Need Description:

According to the 2017-2018 school year ISAT scores, there was a gap between the amount of student growth made by English language learners and non-ELL students. ELL students did not grow as much as non-ELL students.

SMART Goal:

During the 2019-2020 school year, Ridge Crest Elementary students who are identified as ELL will increase by one proficiency level in their 2 lowest domains as identified on the 2018 ACCESS for ELLs 2.0 English language proficiency test.



Evidence-Based Interventions: Discussion Topics

Intervention Strategy

Please include a detailed description of who is going to do what, where, when and people involved.

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

School staff will receive training on how to understand and use the results from the WIDA Access for ELL. School staff will implement the use of the Can-do-descriptors and accommodations that are listed on each students ELP plan.

Moderate Evidence

As school staff understands the scores from the WIDA Access test results and use each students ELP, they will be able to plan instruction that focuses on students individual zones of proximal development. Planning instruction that is appropriate for students present skill level will help students show improvement.

Progress monitoring will be done throughout the year using EasyCBM, IRI, and classroom curriculum. The WIDA Access for ELLs will also be administered once during the year according to the state testing schedule.



2. Identify the resources needed to implement the above Intervention Strategies.

Reading intervention materials that are required to implement interventions, include two reading programs. SRA Reading Mastery and SRA Corrective Reading. We utilize interventionists in the district to assist implementation of these programs. Time created in the schedule for teachers to collaborate together is a resource needed to be successful in implementing the intervention plan. Three classroom paraprofessionals also assist in our intervention program.

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 following timeline will be used to help monitor and evaluate the effectiveness of the plan:

April-Review SWIP with leadership team. Submit SWIP tool to the district

May-District approves SWIP

August- Order and gather needed resources. Leadership team meets for the first time (Meets bi-weekly)

September- Administer fall benchmarks. SMART goals created (1st SWIP check due)

October-Start implementation walk throughs (1st PTC)

November-Disseminate data to parents

December-Review goals/plan with leadership and district administrator (2nd SWIP check due)

January-Administer winter benchmarks

February-Review goals and data with school leadership team (2nd PTC)

March-Formal observations

April- Administer ISAT test. Submit SWIP to the district.

Upload Files

Files

- [RC Compact 2018-2019.docx](#)
- [Spanish Copy of RC Compact 2018-2019.docx](#)
- [RCRT Family Letter.gdoc](#)
- [Curriculum Language Arts diamonds 18-19 \(1\).pdf](#)
- [Curriculum Math Diamond 18-19 \(1\).pdf](#)
- [Curriculum Read Diamond 18-19.pdf](#)
- [Federal Programs Pamphlet.pdf](#)
- [Homeless Pamphlet.pdf](#)
- [MTSS Blackfoot School District RTI Process-1 \(1\).pdf](#)
- [Gifted Talented Referral Process.pdf](#)
- [All Staff PD \(1\).pdf](#)
- [Back to School Night Final.pptx](#)

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: mickj@d55.k12.id.us at 5/31/2019 11:10:18 AM