

PARKER-EGIN ELEMENTARY SCHOOL (0700)

Submitted by: beng@sd215.net at 1/11/2022 10:57:25 AM

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 |
|------------------|--------------------------------|--------------------------|
| Zach Goulding | Principal | <input type="checkbox"/> |
| Kay Thompson | 5th Grade Teacher | <input type="checkbox"/> |
| Ryan LeDosquet | 4th Grade Teacher | <input type="checkbox"/> |
| Emily Rasmussen | 3rd Grade Teacher | <input type="checkbox"/> |
| Julie Powell | 2nd Grade Teacher | <input type="checkbox"/> |
| Melanie Miller | 1st Grade Teacher | <input type="checkbox"/> |
| Brooke Miller | Kindergarten Teacher | <input type="checkbox"/> |
| Josie Nichols | Secretary | <input type="checkbox"/> |
| Kayla Forbush | PTO President/Paraprofessional | <input type="checkbox"/> |
| Ashley Jackson | Paraprofessional/Parent | <input type="checkbox"/> |
| Susan Overton | Parent | <input type="checkbox"/> |

Needs Assessment

| | |
|--------------------------------------|---|
| <p>School Leadership Team</p> | <p>Parker-Egin Elementary has a leadership team composed of the building principal, six teachers, two paraprofessionals, and the building secretary/administrative assistant. Within this group of ten individuals there are three student parents, the PTO president, and several community members.</p> <p>The team meets regularly and uses the district PLC agenda template to keep notes. These agendas, and other documents used by the team, are stored in a shared file in "Google Drive." The team uses simple majority rules to make decisions, and rarely comes to any decision without full majority agreement. The team regularly discusses school achievement data, building needs, school activities, and district initiatives. There is a team leader who evaluates decisions made and ensures that evidence-based practices are being used to guide decisions. The team leader also meets monthly with the district leadership team to share and discuss decisions made in the school.</p> |
|--------------------------------------|---|

| | |
|--------------------------------------|--|
| | <p>The teachers communicate with teachers at least twice a year in person, and also use ClassDojo to communicate more frequently through direct message. School-wide emails, the school webpage, and robo calls are sent for whole school messages. The building also has a marquee out front to communicate with the committee.</p> |
| <p>School and Community</p> | <p>The community that feeds Parker-Egin Elementary School is a combination of two small communities. Parker is a small rural community of 302 people according to the 2020 census. It is in an agricultural area, and those not employed in agriculture work in the surrounding communities of Rexburg, Idaho Falls, and St. Anthony. Egin is a rural community that is not incorporated. The poverty level using free/reduced numbers is 37%. This may be higher as many don't apply.</p> <p>The one factor that has had an adverse affect on Parker-Egin elementary is the change of demographics and lack of available housing in the community. With limited new construction, and an aging demographic, the school's enrollment has dropped incrementally over the years. Our school report card represents the school's demographics and can be found at idahoschools.org.</p> <p>The school hired a new principal this past year and moved from a shared principal between two schools to a single principal in the building.</p> |
| <p>Academic Achievement</p> | <p>During the September IRI, Parker-Egin had 58 of 97 students in Tier 1, meaning they were at grade level to start the school year, and 17 of the 97 students were in Tier 3, or significantly below grade level. In math, 81% of students at Parker-Egin Elementary were tested at grade level or one year below with 19% testing at more than one grade level behind.</p> <p>According to the 2021 Spring ISAT, 60% of students tested at least proficient on the ELA portion while 60.2% tested at least proficient in mathematics.</p> |
| <p>Student Learning Needs</p> | <p>At Parker-Egin we implement a targeted intervention program where teachers group students based on their needs by subject area. This year we are looking to institutionalize our process and make it even more effective and consistent across grade levels. We will continue to assess and monitor student achievement and instruct students accordingly with our targeted interventions. Currently we have 6 students in special education with all of them receiving the majority of their education in the general education environment. There is one special education teacher who splits her time between Parker-Egin and another elementary school in the district.</p> |
| <p>Core Curriculum</p> | <p>Parker-Egin adopted Houghton-Mifflin several years ago and currently uses the Journeys program for it's ELA curriculum which is aligned to the content standards. This program is research-based and is on the Idaho approved list for curriculum in ELA. Teachers received professional development on Journeys by the dealer representatives when the program was introduced. This included the structure of the book and how to effectively use it in the classroom.</p> <p>All teachers are teaching this curriculum with fidelity. They coordinate with other teachers in the district and our district instructional coaches.</p> <p>This is monitored by administrators during walkthroughs and during MTSS meetings.</p> |

| | |
|--|--|
| | <p>This year we are implementing a new math program; Ready Classroom. Teachers attended a professional development on August 20th, 2021 to introduce the program and give teachers direction in accessing the online resources included with the program.</p> <p>Ready Classroom is research-based, is aligned to the content standards, and is on the Idaho approved list for math curriculum.</p> <p>All teachers are teaching this curriculum with fidelity. They coordinate with other teachers in the district. This is monitored by administrators during walkthroughs and during MTSS meetings.</p> |
| <p>Core Instruction</p> | <p>Teachers adjust instruction to meet the needs of all learners. All grades currently use Journeys as the primary ELA curriculum to guide instruction and Ready Classroom as the curriculum for math instruction. Istation and i-Ready lessons are also used by teachers.</p> <p>Parker-egin use probes administered by teachers and paraprofessionals along with data from Istation and i-Ready testing as formative assessment to guide instruction.</p> <p>Students are grouped according to the needs provided us by our formative assessments. A combination of homogenous and mixed groupings are used to provide small group interventions and enrichment opportunities to students. All students receive core instruction, then they move to groups to address their needs to help them accomplish the work at their need level.</p> <p>Teachers collect valuable data regularly that they can use in the classroom, but the process of documenting that data and accessing progress over time can be improved.</p> |
| <p>Alignment of teaching and Learning</p> | <p>Parker-Egin Elementary is a small school of less than 100 students with only one class per grade. So, at the building level teaching and learning is not articulated.</p> <p>This year with the use of i-Ready, the district has given us the opportunity to meet in professional development to help us narrow our scope on teaching to the needs of our students. This professional development is also including the opportunity for teachers of the same grade level throughout the district to meet and coordinate teaching and learning. It also gives time to look across grade levels to see the needs and expectations in learning from prior grades.</p> <p>Istation and i-Ready has provided much needed data to help us meet the learning needs of individual students and to prioritize intervention across all grade levels.</p> <p>At Parker, we are continually meeting with different grade levels to meet the needs of students because of the makeup of our small building. All teachers serve on the MTSS team and Leadership Team so collaboration is an ongoing experience.</p> |
| <p>Universal Screening</p> | <p>The Fremont County School District provides a Kindergarten screening each spring, that helps identify students who may need additional help prior to entering Kindergarten. This screening helps parents and incoming students to work on skills before coming to Kindergarten in the fall.</p> <p>All students are benchmarked within the first couple of weeks using the MAZE, MCAP, and RCBM. This is done so all students can be identified for extra support and so K-3 Literacy Plans can be developed and monitored. These are all valid screening tools for Math and Reading.</p> |

WIDA Access 2.0 is used to help us identify English Language Learners who are in need of help with language to improve their academic achievement. At present though Parker-Egin Elementary has no EL students.

Our MTSS team meets monthly or biweekly depending as necessary to determine the needs of students who are scoring low and students who are socially at risk of not achieving. Each of the testing measures have scoring break downs that help us understand the needs of students. This process has been streamlined since we began using IStation. The ISIP reports generated by this program gives us very detailed information on areas of need.

We are using Milepost as a documenting tool for these results. This is an ongoing process and some teachers are using it better than others but everyone is learning.

Our MTSS team and our Leadership team have the same individuals on it as our school only consists of one teacher per grade K-5. Everyone in the building knows of the needs of students and everyone helps where possible. These needs are communicated to parents with letters home, phone calls, texts, and face to face meetings.

We are also being provided with additional training to help us understand the scores and how to utilize the information that is given to us. The district is providing training and an opportunity to meet with grade level teams during these training sessions.

The MTSS/Leadership Team screens the decisions monthly as to their effectiveness. Decisions are adjusted at this meeting and follow-up is provide in the next meeting or if a problem is noted early the team can get together to adjust these decisions sooner. Each intervention or plan is reviewed monthly or sooner if needed so plans are effective.

Tiered Instruction and Academic Interventions

Academic interventions are provided in all areas of ELA and Math. We have provided interventions all the time but this year with the extra tools at our disposal we are able to focus those interventions more specifically to student need to help them progress in the core instruction.

Most tiered interventions take place after core instruction to help student access the core instruction at their levels. Most interventions are push-in except in cases where the student or students may need fewer distractions to accomplish the tasks. Generally the classroom teacher works with the lower groups during intervention time with paras or parents helping with other groups. The classroom teacher is responsible for all planning of interventions and then the paras are directed how to do the intervention.

Group size range for three to fiive usually for interventions.

In ELA, we use Journeys which includes an intervention piece that is implemented in the classrooms. We also make use of Reads Well, and Istation as intervention pieces. These are evidenced based programs.

These programs work well together. Istation is aligned to the core and Reads Well targets specific areas where a student has missing skills. Istation through the ISIP reports gives us valuable information about the skills a student is low in and has been a great tool for the team to identify specific missing skills.

Istation also provides printable lessons to present to students who are struggling.

In Math, we use Expressions and IReady. Both programs have intervention pieces that are implemented in the classrooms.

We monitor the progress of individual students by benchmarking them three times a year with the IRI, MAZE, RCBM, and MCAP. Monthly testing takes place with Istation and the ISIP reports from this provides excellent data for our MTSS process. Students receiving interventions are probed weekly as a further check for progress. Our team looks at the data during our meeting, using the data for the above progress monitoring we decide if interventions are working. If we see little or no progress other interventions are put into place for that student. This also provides us with information as to the effectiveness of the instruction and if changes are indicated.

All students are progress monitored monthly by Istation and then we use a charting method to help determine the groups and strategies that might be effective for those students.

Learning Time

Parker-Egin Elementary's first bell rings at 7:40 a.m. at which time 4th and 5th Grade begins their instructional day. At 7:45 a.m. the rest of the school begins their instructional day. The first recess for all students is from 9:30-9:45 a.m. Lunch begins at 11:25 a.m. with each class going to lunch at about 3 minute intervals, the end of lunch is at 12:00 p.m. for 4th and 5th grade and 12:10 p.m. for the other grades. Afternoon recess is from 1:15-1:30 p.m. and release time is 2:20 p.m. The 5th grade skips recess on Thursdays and spends 15 minutes in P.E. on those days. On Fridays, we release at 1:05 p.m. We have looked at extending our day but this has not been possible due to a lack of available bus drivers. There are 173 student contact days in the school year.

We have a schedule for all of our Title I paraprofessionals and General Education paraprofessionals so that they are in classrooms when teachers need help with interventions. The schedule is designed so that teachers have additional help during small group interventions.

We offer extended learning and enrichment for students through our Espirit program. This program functions in two ways. First, small groups from each grade level are pulled out of class during the week for enrichment activities. Second, the Espirit paraprofessional will visit one classroom per week for 45 minutes to instruct the whole class.

All students have access to the daily content standards. All instruction in the content areas are given to all students. Students break out to groups for instruction at their level and to do assignment work. Staff will know the effectiveness of our extended learning by the continued use of Istation and benchmarking that takes place at least monthly for students. This allows interventions to be adjusted to meet student needs.

Summer School is provided by the district. In our end of the district it takes place at Henry's Fork Elementary. Summer School is part of the intervention plan for those students who need the help and so less learning is lost over the summer.

Non-Academic Student Needs

We have a district Social Worker that helps us with several student needs. We have a back pack program to send food home for the weekends. We also receive assistance as needed from special services for crisis intervention and support. Other services are from outside sources.

The small size of Parker-Egin makes it relatively easy to monitor students for bullying etc. We have a small program that was developed by use to address bullying in the school rather than spend money that

| | |
|---|---|
| | <p>is slim in a small school for other activities. We don't use PBIS but problem behaviors are discussed and addressed in MTSS meetings as part of that program. If needed we develop specialized programs for individualized students. This is possible because of the small size of the school.</p> |
| <p>Well-rounded Education</p> | <p>At Parker-Egin Elementary, we provide all of the regular subject areas, such as English, reading, writing, science, technology, mathematics. In addition we provide specials, which include music, art, physical education and computer classes. All students are included in the specials to help with their education. GT services are provided for identified students through a pull-out program.</p> |
| <p>Additional Opportunities For Learning</p> | <p>N/A</p> |
| <p>School Transitions</p> | <p>We do not have preschool in Parker so students that attend preschool go to Henry's Fork Elementary in St. Anthony. The preschool is developmental in nature so we have typical peers students attend. This helps students begin to build relationships with other peers. Kindergarteners receive a screening in the spring and are introduced to the building during that time. We hold a transition day for the fifth graders with the middle school Principal and Counselor, where they come to the school and discuss the upcoming year and courses available to incoming 6th graders. There is an orientation day where students are introduced to the building and where things are located.</p> |
| <p>Professional Development</p> | <p>Professional development is provided by the district and the school based upon teachers' requests and the needs of the school, such as student academic achievement and/or social emotional needs. The district provides 3 in-service days during the year and either brings in a trainer for a specific need or the day is directed by the school leadership team. All teachers and paraprofessionals are required to attend in-service trainings. These trainings are announced through emails, faculty meetings, school and district calendars. Sign-in sheets are used for all trainings.</p> <p>The district provides coaching to teachers, paraprofessionals, and the principal by a teacher support specialist on the i-Ready and Journey's program. The district also provides training (WIDA, SIOP and Language for Speaking, Reading, and Writing) to improve instruction for EL learners.</p> <p>Our PLC's are being used effectively. The teams meet bi-weekly and share the meeting results with the administrator. Our PLC consists of all teachers in the building because of our small size. Documentation is on an agenda shared in Google Docs.</p> <p>The district has funded a professional development for Parker-Egin with representatives at Marzano Resources as the school begins the process of certifying as a high reliability school. This school year the focus is on building a safe and collaborative culture.</p> |
| <p>Family and Community Engagement</p> | <p>The district has a policy on family and community engagement. The school also has a school and home compact for families. The home and school compact is reviewed and presented annually at the school's open house. We get information to families through mail, social media, Facebook page, phone calls, through the involvement with the Parent Teacher Organization group and many teachers use texting programs to help keep parents informed. We typically support families in the school through reading, math, science night, and book fairs. The school plan is shared annually at the back to school night. Our</p> |

| | |
|--|--|
| | <p>school leadership team continues to discuss ways to involve parents. We do have great support from the community and parents. Parents are an important part of our school.</p> |
| <p>Recruitment and Retention of Effective Teachers</p> | <p>All teachers at Parker-Egin meet state teacher certification requirements. BYU-I and other university students are currently being mentored and hired throughout the district. We also encourage those working for us that show promise to pursue additional education or if they have degrees to look into alternative certification. This allows us to “home grow” some teachers who want to stay in the area. Newly hired teachers and paraprofessionals are given in-depth training throughout their careers, especially during their first five years of employment. Each new teacher receives a qualified mentor for their first two years.</p> <p>The hiring procedure consists of stakeholders who are invested in the position participating in hiring committees. Teachers are provided opportunities to participate in professional development classes where they are able to earn college credit through ISU or NNU. The district also will provide teachers and administrators with reimbursement for participation in professional conferences and/or reimbursement for completing coursework at other universities.</p> |
| <p>Coordination and Integration With Other Programs</p> | <p>Our district has two family liaisons to address both social and language barriers. Students are provided bullying information to help understand how to deal with bullying and prevent bullying. Our lunch program operates under federal nutrition guidelines. We do not give students the opportunity to purchase non-nutritious snacks. All personnel are trained in diabetic and food allergy concerns as needed.</p> <p>Our district provides adult education programs for stake holders in the district, these include English classes and some career and technical courses in conjunction with Eastern Idaho College.</p> <p>The school principal coordinates with district leadership team and the Special Services/Federal Programs Director to provide resources, needed training, and crisis intervention for students, teachers, parents, and paraprofessionals.</p> |

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 | <table border="1" style="width: 100%;"> <tr> <td data-bbox="255 1372 1209 1510"> <p>Need Description:</p> <p>In 2021 Parker-Egin elementary had 40% of its students score in the basic or below basic range for ELA according to the ISAT. While the majority of the school is scoring at least proficient, there is a concern that a significant portion of the school falls below that range.</p> </td> <td data-bbox="1209 1372 2244 1510"> <p>SMART Goal:</p> <p>Through effective MTSS meetings, data evaluation, staff communication, and targeted interventions Parker-Egin elementary will reduce the number of students scoring in the basic and below basic range of the ISAT from 40% to 35% in the ELA area during the 2021/2022 school year.</p> </td> <td data-bbox="2244 1372 2362 1510" style="text-align: right;"> <input type="checkbox"/> Remove </td> </tr> </table> | <p>Need Description:</p> <p>In 2021 Parker-Egin elementary had 40% of its students score in the basic or below basic range for ELA according to the ISAT. While the majority of the school is scoring at least proficient, there is a concern that a significant portion of the school falls below that range.</p> | <p>SMART Goal:</p> <p>Through effective MTSS meetings, data evaluation, staff communication, and targeted interventions Parker-Egin elementary will reduce the number of students scoring in the basic and below basic range of the ISAT from 40% to 35% in the ELA area during the 2021/2022 school year.</p> | <input type="checkbox"/> Remove |
| <p>Need Description:</p> <p>In 2021 Parker-Egin elementary had 40% of its students score in the basic or below basic range for ELA according to the ISAT. While the majority of the school is scoring at least proficient, there is a concern that a significant portion of the school falls below that range.</p> | <p>SMART Goal:</p> <p>Through effective MTSS meetings, data evaluation, staff communication, and targeted interventions Parker-Egin elementary will reduce the number of students scoring in the basic and below basic range of the ISAT from 40% to 35% in the ELA area during the 2021/2022 school year.</p> | <input type="checkbox"/> 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 Consistent RTI meetings | Strong Evidence ▼ | Establishing a PLC is an evidence-based practice for increasing student achievement. MTSS meetings provide teachers and staff members opportunities to collaborate in a learning community to discuss students needs and interventions while also analyzing student data. | MTSS meeting agendas with accompanying notes will be shared and stored within a faculty Google Drive folder. The building administrator and teachers can access these as needed and reflect on successes/failures based on student performance. | <input type="checkbox"/> |
| 1-2 Using formative data gathered through benchmark testing and other means to provide feedback. | Strong Evidence ▼ | Providing feedback is an evidence-based practice according to Hattie's 2018 updated list of factors related to student achievement. A specific form of feedback we can use is tied to ISIP data that teachers and teams can use to group students effectively and identify learning deficits. Istation offers additional intervention options that align with this assessment data. The data from this assessment is easily accessed for use in collaborative teams. | This intervention can be monitored and evaluated in multiple ways. First, teachers and administrators can reflect on the use of formative data in the classroom as they work together on the yearly evaluation tool. As teachers use formative data to guide instruction, the administrator should observe this practice during his evaluations. Istation testing will be administered monthly and the i-Ready diagnostic will be administered three times throughout the year. The results will be analyzed during the the monthly MTSS meetings. Teachers will also use the the data to guide decisions made in grouping students for intervention or enrichment activities. The administrator and teachers will be able to evaluate the effectiveness of this intervention by analyzing student growth between assessments. Student growth as measured by these programs will also be an evaluation tool for the effectiveness of this intervention. | <input type="checkbox"/> |

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

Parker-Egin elementary will need to maintain access to both the i-Ready and Istation programs. Teachers will need to attend trainings where they can gain knowledge in analyzing data within both programs. Paraprofessionals will need to be available to assist teachers in delivering small group interventions.

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://sd215par.ss4.sharpschool.com/>

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

The SWIP will be monitored by the building administrator and the leadership team periodically. Specifically, the components of the plan along with the needs assessment will be reviewed once after the plan has been finalized, again at the end of the school year, and finally, prior to beginning the 2022 school year. During the plan evaluation the leadership team can determine the effectiveness of the intervention strategies and determine what changes are needed. A key indicator for plan effectiveness will be ISAT data, but benchmark data will also be an important indicator along with teacher and paraprofessional input.

Upload Files

Files

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: beng@sd215.net at 1/11/2022 10:57:25 AM