

*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
Nicole Robinson	Teacher	
Colin Folsom	Principal	
Zach Campbell	Teacher	
Jay Miles	Teacher	
Liam Pope	Teacher	
Kris Johnson	Parent	
Dori Stevenson	SPED Paraprofessional	
Elaine Watson	Indian Education Paraprofessional	
Michael Pope	Title I Paraprofessional	
Holli Ludwig	School Counselor	
Jeff Reid	Capacity Builder	
Kristin Barrus	Teacher	

## Needs Assessment

### School Leadership Team

The principal chairs the leadership team. Along with the principal, the team consists of four classroom teachers. A State Capacity Builder is present in almost all of the meetings. Decisions are made through discussions. Every member is given the opportunity to give their opinion on decisions that need to be made. Sometimes leadership team members will go back to their own 'pod' of teachers to gather more feedback from the remaining staff and this is also used in the decision making process. The team meets every two weeks. The team will meet more frequently if necessary. The principal communicates decisions made to district leadership. This is done through administrative meeting or other lines of communication. The agenda is set by the principal based on needs of the

school. district directives, and feedback team members get from their pods and staff. Data is used to set goals for the school. The leadership team regularly reviews the data from various assessments i.e. AIMSweb, Study Island Benchmarks, ISAT scores, and Infinite Campus. Data from this information will determine class instruction and intervention groups for ELA and Math. Regular reviews of the data within the leadership team and pod groups of teachers. The principal and the leadership team ensure that all stakeholders are informed.

### **School and Community**

The school is sixth grade only. It receives students from all across the district. Our school's population is 63% white, 24% Hispanic/Latino, 11% American Indian or Alaska Native, and 2% two or more races. It is a Targeted Assisted Title I school with sixty percent of our student population receiving free or reduced cost breakfast and lunch (51% free, 9% reduced). There have been changes to the district administration, school administration, the school board, and the PTA. All of these changes have been positive. The certified and classified staff has been stable over the last three years. This has created continuity and has also been positive for the school.

### **Academic Achievement**

ISAT data is available in Mileposts and is available in the BHSG SWIP Google Docs folder. We were 34% Proficient in Math with 35% being Below Basic. In English Language Arts we were 46% Proficient with 31% Below Basic. This data suggests that we are currently stronger in English and we are weaker in Math at this time. Over the past three years, both Math and ELA scores have increased each year. In Math, our percent of proficient scores has gone from 19.1% to 32.3% to 33.8%. In ELA, proficient scores have increased from 29.9%, to 44.8%, to 46.4%. There was a significant increase two years ago when BHSG made improvements to the way it does its interventions.

### **Student Learning Needs**

Our math curriculum from last year wasn't aligned with Core Standards. The newly adopted Math Envisions curriculum is closely aligned to the Idaho Core Standards. We hope that the new curriculum will help improve achievement. Our current English Language Arts curriculum is based on the Core Standards. However, the staff has not been required to track which standards have been taught or reviewed as outlined in the school curriculum guide. Currently, we need to improve comprehension skills for students as an intervention. We have also used Study Island benchmark testing to determine specific areas for improvement the last two

years. Our Reading Pods and Math Pods meet together weekly to review data and determine areas for improvement.

We use the following curriculum materials for English Language Arts:

ELA-Applebee, Arthur N. The Language of Literature. Evanston, IL: McDougal Littell, 2006. Print.

Haley-James, Shirley M., and John W. Stewig. Houghton Mifflin English. Boston: Houghton Mifflin, 1990. Print

Glencoe Writer's Choice: Grammar and Composition. New York: Glencoe/McGraw-Hill, 2005. Print.

Aurnan, Maureen. Step up to Writing. Longmont, CO: Voyager Sopris Learning 2015. Print.

Teachers also use the following novels in teaching Supplemental Novel Units:

Author Title A.R. Level Points

Applegate The Invasion 5.7 5.0

Babbitt Tuck Everlasting 5.0 4.0

Balliett Chasing Vermeer 5.4 6.0

Bartonetti The Boy Who Dared 4.9 0.5

Bellairs The House With a Clock in its Walls 5.0 6.0

Brown The Boys in The Boat 8.4 27.0

Burnford Incredible Journey 7.6 5.0

Burnet: The Secret Garden 6.3 13.0

Byars Summer of the Swans 4.9 4.0

Clements Frindle 5.4 2.0

Creech Walk Two Moons 4.9 9.0

Curtis Watsons Go to Birmingham 5.0 8.0

Dahle Charlie and the Chocolate Factory 4.8 5.0

Dahle Matilda 5.0 6.0

Farmer The Ear, the Eye, and the Arm 4.7 12.0

Filpovic Zlata's Diary 4.3 5.0

Fleishman Bull Run 5.3 2.0

George Shark Beneath The Reef 5.3 7.0

George My Side of the Mountain 5.3 0.6

Hamilton The House of Dies Drear 4.8 0.9

Heese Letters From Rifka 4.2 0.4

Hiaasen Hoot 5.2 0.9

Ho The Clay Marble 5.4 0.6

Hobbs Far North 5.3 0.9

James Shoe Bag 4.7 4.0

Juster Phantom Toolbooth 5.3 0.9

Keith Rifles for Waite 6.1 14.0

Koningsburg From the Mixed Files 4.7 0.5

Lewis The Lion, The Witch and The Wa... 5.7 0.6

Manes Be a Perfect Person 4.2 0.1

Mikaelsen Touching Spirit Bear 5.3 0.9

## Core Curriculum

Morpurgo War Horse 5.9 0.6  
Patterson Bridge to Terabithia 4.6 5.0  
Patterson Middle School the Worst Years of... 4.7 1.0  
Paulsen Hatchet 5.7 7.0  
Philbrick The Mostly True Adventures of... 5.1 6.0  
Raskin The Westing Game 5.3 8.0  
Rawlin Summer of the Monkeys 4.8 13.0  
Rawlin Where the Red Fern Grows 4.9 13.0  
Riordan The Maze of Bones 4.3 7.0  
Roberts The Absolutely True Story of How... 5.1 6.0  
Roberts Twisted Summer 5.4 7.0  
Rockwell How to Eat Fried Worms 3.5 2.0  
Rowling Harry Potter 6.7 14.0  
Schmidt The Wednesday Wars 5.9 12.0  
Slate My Trip to Alaph1 4.3 1.0  
Selden The Cricket in Time 4.9 1.0  
Sm th Three Terrible Trin 5.1 2.0  
Snyder The Egypt Game 6.4 7.0  
Speare The Bronze Boy 6.0 7.0  
Spinelli Manic Magee 4.7 5.0  
Tarshis I Survived Hurricane Katrina 2005 4.0 2.0  
Tarshis I Survived the Shark Attack of 1916 3.9 1.0  
Tarshis I Survived the Attacks of 9/11 4.5 1.0  
Tarshis I Survived  
Ullman Banner in the Sky 5.1 11.0  
Walsh The Green Book 5.5 2.0  
We dt Levi Strauss: Mr. Blue Jeans 4.0 1.0  
Wiesel Night 4.8 4.0  
Wrede Dealing With Dragons 5.5 8.0  
Wright The Dollhouse Murders 4.3 5.0

We use the following curriculum materials for Math:

Pearson enVisionmath 2.0

All of our curriculum listed in our curriculum diamonds (see BHSB SWIP Google Docs folder) is research based.

ELA Novels are taught in alignment with the ELA District Curriculum Map -See Hattie effect size

Teachers teach to the Idaho Content Standards in alignment with the BHSB Curriculum Map

There are several ways in which the fidelity is monitored.

The principal conducts walkthroughs and classroom observations. We also have PLC discussions and Study Island Benchmark Tests that help us to stay on course.

Ideally, we put the dates we teach ELA standards in our BHSB Curriculum Map Binder.

Teachers continually monitor test results from the Core

## Core Instruction

Curriculum to determine standards that need to be retaught. As needed, teachers place students in intervention/extension groups (low, med, high) in math and reading.

Teachers have homogenous groups with formative/summative assessment every nine weeks. Changes are made as needed.

We use AIMSweb assessments in Reading (MAZE) and Math (M-CAP) and we track this data through the Student Learning Objective sheets in Google Docs. Teachers use daily and unit assessments in the enVisions Math curriculum. They also use data from Study Island Benchmarks for both Reading and Math and assessments from the McDougal-Littell Literacy curriculum. One teacher uses The Numeracy Project as a pilot project (math). Each student is taught at their individual challenge level based on their needs.

## Alignment of teaching and Learning

Our school consists of only sixth grade students. By having one grade level, our teachers are able to focus on learning and instruction and the sixth grade core standards. Our teachers have weekly PLC meetings alternating with Math Enrichment groups and Reading Enrichment groups. In PLC meetings we discuss best practices to ensure consistent teaching practices and expectations across the teaching/learning environment. As a staff, we collaborated on 6th Grade Math Standards and built interventions applicable to students. We also built our school's curriculum map for ELA standards and scope and sequence. Teaching and learning is articulated across our subject areas in reading and math (because our school only has one grade) within our weekly PLC groups. Since we only have sixth graders, we do not have the opportunity to articulate learning across grade levels.

Our school uses AIMSweb (R-CBM, MAZE, & M-CAP) to conduct a universal screener to determine who needs additional supports. Students are screened at the beginning of the year and again in January. Students are also tested for progress monitoring twice a month for both reading and math. Those in reading interventions are screened an additional time once per month. The enVisions Math curriculum also has assessments built in to monitor student achievement. Students that score below a certain percentile on the AIMSweb screeners receive interventions. Lowest 25 % or English Learners take an annual WIDA assessment and students needing additional support get additional interventions through our EL liaison. Our RTI team follows a process when at risk students and

## Universal Screening

low achieving students are identified. Teachers, school counselor, and principal all participate in this process. By following the RTI process, we are able to determine when students need interventions, when interventions need to be changed and/or increased, and when to refer students for possible consideration for special education. The percentile scores used in AIMSweb are adjusted yearly based on the current data collected. We document this data in AIMSweb, on SLO forms, data walls, intervention files, and in Mileposts. This data is discussed at weekly PLC meetings, at both Leadership Team and RTI Team meetings, and we communicate with parents when their student is on an RTI I-plan. We continually monitor students that are struggling and report concerns as they arise.

## Tiered Instruction and Academic Interventions

Academic interventions are provided in Reading and Math. Students receive reading interventions 4 days a week for 35 minutes. They receive math interventions 3 times a week for 35 minutes. Our tiered interventions focus on foundational skills such as core phonics, multisyllabic processes using suffixes, and comprehension strategies for reading and early multiplication, functions, and algebraic processes and equations for math. Our RTI leader coordinates with our lead paraprofessional to do weekly lesson plans. Reports are made and given to teachers in regards to their students in reading and math through team meetings. The interventions happen both as push-in and pull-out and we have groups ranging in size from 2-15 students with most groups having 4-6 students. Our main evidence-based intervention programs for Reading include Corrective Reading and Rewards. We have also used Bridges in the recent past. For Math, we use interventions from Pearson enVisions 2.0 and one teacher uses the Numeracy Project. Test and progress monitoring scores have improved each of the two years that we have been using the programs. Our district English Language Liaison gives weekly interventions to support students with additional academic and cultural needs. Direct instruction is used in all programs. All members of staff are involved in tiered interventions. Where instruction is provided by a paraprofessional it is done in close conjunction with a certified teacher. Lesson plans are provided and discussed with all paraprofessionals and reviewed. AIMSweb is used to do progress monitoring (every two weeks for targeted assisted students and at least monthly for all other students) and the Corrective Reading Program also monitors student progress.

Teachers meet bi-weekly in their PLCs to review data and make decisions regarding students' academic needs and intervention groups.

The school day goes from 8:10 - 1:20 on Mondays and 8:10-2:20 Tuesday through Friday. The master schedule includes time for intervention and enrichment. ELA intervention and extension happens for 35 minutes four times weekly. Math intervention and extension. This happens for 40 minutes twice weekly. Students receive extended learning opportunities through intervention groups and in school support/enrichment groups. We also have elective classes that include band, drama, choir, orchestra, art. We have a gifted and talented class that meets for 1 hour each day. Electives are taught for 70 minutes weekly. Reading enrichment happens for 2 hours a week. There is a district process for identifying students for the GT program. Students that receive extended learning time also receive classroom instruction that covers 6th grade content standards. At this time, summer school is not available for students needing enrichment opportunities.

We have a school counselor that we share with an elementary school in our district. She is in our building 75% of the time. She meets with small groups of students and does some individual counselling. She visits classrooms and has done presentations on bullying, self-injury, multiple intelligences, and other topics. We also assigned several staff members to be mentors to students that were struggling academically or socially.

This year, we added electives into the school day. Students have the choice between band, orchestra, choir, drama, art, and study skills. We also have keyboarding, physical education, and library as special courses. Our core curriculum includes Math and English Language Arts. We also teach science, social studies, and writing. We have a student council, intramurals program, and an after-school program. We have a gifted and talented class, intervention program, and special education.

Our school counselor has presented lessons on multiple intelligences and how this ties into potential future careers. She discussed students' strengths and encouraged students to reach their potential. Sixth grade students also have the opportunity to start the 8 in 6 program during the summer after their 6th grade year. Lesson on Careers and what they pay and the cost of living. Geology Club was taught by one of teachers during our after school program.

## **Learning Time**

## **Non-Academic Student Needs**

## **Well-rounded Education**

## **Additional Opportunities For Learning**

## School Transitions

Each spring, we have our sixth graders walk over to Mountain View Middle School to have a tour of the school and to be introduced to all the elective options they will have the following year. The MVMS principal welcomes students and then the students go from room to room to learn about their educational options. We also have several of our teachers go to each elementary (K-5) school to do a presentation about Blackfoot Heritage Sixth Grade and to get the students excited about coming to our school the following year. We will be having the 5th grade students from Fort Hall Elementary come over in the late spring to tour BHSG and to meet our teachers and staff to help them with their transition to sixth grade. Our Special Education teacher has transition meetings to help our students with special needs make the transition.

## Professional Development

BHSG has weekly PLCs alternating each week between Reading Enrichment Groups and Math Enrichment Groups. We use Milepost to access prior academic performance and for placement in interventions and extensions. We use universal screening benchmarks to gather current student achievement and to monitor growth throughout the year. ELP plans are reviewed and monitored through Milepost. We have the option to attend Power Hours at MVMS and curriculum based PD when offered. Professional Development is offered every month. Teachers, Instructional Coaches, professional presenters, and counselors have all given Professional Development. Our Title I paraprofessionals have received PD on supervision, the Title I program, testing and other topics. They are able to attend the same PD offered to certified staff. School staff are encouraged to attend PD when it is offered by the school district. Some PD is mandatory and some is optional. The principal sends out emails, text reminders, and tells staff about PD at faculty meetings. BHSG has an Idaho Network Teacher Leader (Nicole Robinson) that also assists teachers. Each year, the school district sends out a survey in regard to PD which allows input from all staff throughout the district. At the building level, the leadership team reviews data from the annual Education Effective Survey through CEE to help determine needs specific to our building. There is a consistent and cohesive alignment between student achievement and professional development. At each professional development opportunity and at each training and meeting, a SAM (signature, agenda, minutes) form is sent around for individuals to sign. We have one grade at BHSG thus making it difficult to align learning progressions



along grade levels. During our weekly PLCs, teachers discuss Core Curriculum and coordinate learning within our school. Our PLCs alternate each week between focusing on Reading and Math. The PLCs meet every Monday after school since Monday is our early out day. WIDA training has been offered in the past to assist teachers in instructing English Learners. We have also had a Go to strategies class of all EL Coaches. Additional training includes: Donna Beegle Poverty Training. SIOP training. EL coaches are also in contact with teachers to assist as needed.

### **Family and Community Engagement**

BHSG encourages family involvement starting with our annual Back to School Night each August prior to school starting. We also have parent/teacher conferences and an active PTA. We send out monthly Home & School Connection newsletters to encourage parents to be active participants in their student's learning. We have also had choir and band concerts, drama showcases, a Veterans Day event, and Halloween activity. Infinite Campus is the student information system that we use and our parents have the opportunity to check student's grades and stay informed about school events and activities. We also have a school Facebook page and a school website that help parents stay informed.

### **Recruitment and Retention of Effective Teachers**

All of our teachers meet the state certification requirements. Our school focuses on working together and uniting the staff. The previous principal recruited highly effective and outgoing teachers that make our school a positive place to work. Each year, staff from our district attend area job fairs to further recruit and entice teachers to work in our district. The district also offers some credit reimbursement and assistance with license renewal. Our leadership team has discussed upcoming openings and ways to recruit teachers to want to work at our school. Our school's teachers teach all subjects. Special Education is an area of high needs and we currently have an effective teacher and paraprofessional in place.

### **Coordination and Integration With Other Programs**

We are a Targeted Assisted Title I School. We have daily Title I interventions in both Reading and Math. Our teachers plan the interventions and our paraprofessionals work with small groups of students to help our identified struggling learners. Our Indian Education Program funded a position for an Indian Education Paraprofessional that works closely with our Native American students and teachers. She is able to target students that are struggling academically and assist families as needed.

# Plan Components

## 1. Prioritized Needs:

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.

Need Description	SMART Goal	Remove
We need to improve our Core Instruction in ELA by following our Curriculum Map and Guide and teaching to the standards.	During the 2018-19 school year, teachers will give instruction and show evidence of proficiency on 95% of the Idaho Core English Language Arts Standards by completing a Google Sheet that correlates with our ELA Curriculum Map and Guide.	
We need to make our PLCs more impactful and there needs to be consistency among the PLCs in regard to what is being discussed and planned.	During the 2018-19 school year, teachers will meet bi-monthly in their "pods" to coordinate objectives to be taught, review assessments, and make decisions for interventions based on data.	
Our PLCs need to follow an agenda and document what is happening during meetings.	During the 2018-19 school year, teacher "pods" will have agendas, keep minutes, and sign SAM forms for 95% of their "pod" meetings and store them in a Google file.	
Our Math intervention program needs direction. We need a program that is research based and will help us be consistent.	During the 2018-19 school year, teachers will create and implement a structured Math Intervention Program that is cohesive throughout the school by November 1.	
We need teachers to learn from one another and share best practices through observing and giving feedback to one another.	During the 2018-19 school year, each teacher will do peer classroom visits and receive peer feedback from at least 2 teachers by February 28, 2019.	

## 2. Evidence-Based Interventions:

Based on the school's prioritized needs, describe the evidence-based interventions to improve student outcomes. Discussion Topics

Intervention Strategy	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Remove
Corrective Reading	<input type="text"/>	Corrective Reading is a Research Based Intervention Program.	
Rewards program	<input type="text"/>	Rewards is a Research Based Intervention Program.	
Study Island	<input type="text"/>	Study Island is an online Research Based Intervention Program.	

### 3. Identify the resources needed to implement the above Intervention Strategies.

We will need to pay for Study island and any new or additional materials needed for the Corrective Reading and Rewards Program. We need time for teachers to meet in their "pods" and time within the school day to do interventions. Additional iPads and an additional iPad cart would be extremely beneficial.

### 4. 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.bfsdsixthgrade.org>

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

Blackfoot Heritage Sixth Grade's Schoolwide Improvement Plan will be monitored through shared Google Sheets, "Pod" agendas, minutes, sign-in sheets, peer observation sign ups, principal classroom visits, and at school leadership team meetings.

The leadership team will review each SMART goal quarterly. They will discuss and determine how we are doing and determine whether or not each goal is helping our school to improve learning. We will ask the following questions. Are teachers completing their ELA Standards log and is tracking the standards making teachers more aware of what students need to learn? Are teacher "pod" meetings covering essential elements? Are they reviewing the key PLC questions? Are they keeping agendas, minutes, and signing in at each meeting? Are peer observations impacting teaching and learning? How do we know if they are impacting learning?

By February 1st, the leadership team will review each SMART Goal and make changes or adjustments as needed. We will need to determine whether or not the key elements of each goal are happening? If they are happening, but we are not seeing any impact on learning we may need to shift our focus and create a new goal. If they are not happening, we will need to find out why and follow up with teachers to ensure that we are following our SWIP.

By May 1st, the leadership team will do a final review of our goals and determine whether or not we achieved them. Changes for the following year will be finalized at this time.

## Upload Files

### Files

- [Agenda and Minutes Leadership Team 4\\_2\\_18-copy.docx](#)
- [Agenda and Minutes Leadership Team 1\\_30\\_18-copy.docx](#)
- [Agenda and minutes Leadership Team 11\\_7\\_17-copy.pdf](#)
- [Leadership Team blank agenda form-copy.docx](#)
- [SAM Leadership Team 2\\_20\\_18-copy.pdf](#)
- [SAM Leadership Team 11\\_7\\_17-copy.pdf](#)
- [SAM Leadership Team\\_Safety Team 3\\_6\\_18\\_copy.pdf](#)
- [SAM SWIP Team 2\\_13\\_18-copy.pdf](#)
- [SAM SWIP Team 2\\_27\\_18\\_copy.pdf](#)
- [BHSG School Report Card 2016-17-copy.pdf](#)
- [BHSG ELA ISAT 2016-17.jpg](#)
- [BHSG ISAT Math 2016-17.jpg](#)
- [BHSG aimsweb m-cap report 2017-18-copy.cfm.pdf](#)

- [BHSG aimsweb MAZE report 2017-18-copy.cfm.pdf](#)
- [BHSG ISAT data 2016-17-copy.pdf](#)
- [BHSG Curriculum Diamonds 2017-18.pdf](#)
- [Blackfoot Heritage Curriculum Map and Guide\\_A.docx](#)
- [Study Island Fall Benchmark Math 2017-18.jpg](#)
- [Study Island Fall Benchmark ELA 2017-18.jpg](#)
- [Study Island Fall Benchmark data 2017-18.jpg](#)
- [Cycle of Work - Jan 19 2017 - 11-02 AM.pdf](#)
- [BHSG Title I Targeted List 2017-2018-copy 2.xlsx](#)
- [BHSG Title I Targeted List 2017-2018 updated 1\\_31\\_18-copy 2.xlsx](#)
- [Intervention Lesson Plans B-1 9\\_26\\_17-copy-.pdf](#)
- [Intervention Lesson Plans B-1 10\\_23\\_17-copy.pdf](#)
- [Intervention Lesson Plans B-2 10\\_2\\_17-copy.pdf](#)
- [Reading Intervention Progress Report Sept-Dec 2017-copy.pcf](#)
- [Reading Intervention Progress Report Sept. - Jan. 2017-18-copy.pdf](#)
- [Reading Intervention Progress Reports 3\\_6\\_18.pdf](#)
- [Federal Programs Pamphlet-copy.pdf](#)
- [Copy of Blackfoot Heritage Sixth Grade Electives 2017-2018.docx](#)
- [Copy of Blackfoot Heritage Sixth Grade Master Schedule 2017-18.xlsx](#)

## 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 E.O. 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.

## 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.

## 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 transactions (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.

#### 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 (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.