



# School-wide Improvement Plan

RUPERT ELEMENTARY

SWIP | Rupert Elementary School | June 2018

This document is for your information. School-wide improvement planning was a year-long process that began in November. All plans went through a 3-step review process in which the plan was reviewed by multiple individuals.

- **Review #1:** The District School Improvement Director, Michele Widmier, and the District Capacity Builder, Delia Valdez, reviewed each plan and provided editing feedback to principals for suggested changes April 26<sup>th</sup>.
- **Review #2 & #3:** Partner teams of 2 consisting of principals and/or Title I staff reviewed 2 plans (not their own) and provided additional editing suggestions to principals May 7<sup>th</sup>. This gave principals an opportunity to see other plans and add things they might have overlooked.
- **Submission:** Principals were given a final opportunity to adjust their plans before submission to the State Department of Education on May 17, 2018. This document is the document submitted to the SDE.

RUPERT ELEMENTARY SCHOOL (0845)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

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                   |
|------------------|-----------------------------|--------------------------|
| Michele Widmier  | School Improvement Director | <input type="checkbox"/> |
| Angela Davidson  | Assistant Principal         | <input type="checkbox"/> |
| Laurie Copmann   | Principal                   | <input type="checkbox"/> |
| Leslie Korth     | Instructional Coach         | <input type="checkbox"/> |
| Katy Laumb       | Teacher                     | <input type="checkbox"/> |
| Kate Hicks       | Special Education Teacher   | <input type="checkbox"/> |
| Rashell Hueston  | Parent                      | <input type="checkbox"/> |

School Leadership Team Discussion Topics

At Rupert Elementary our School Leadership Team consists of a Team Leader from each grade level, our instructional coach assistant principal, secretary and principal. The principal chairs the team. Decisions in the school are based on team input, this also includes parents who attend our monthly parent group meeting. The team leaders meet twice a month for team leader meetings. We meet at least once a month for a staff meeting, as well as meeting every month to collaborate and discuss data to make student intervention decisions. Two times a month we meet as a district leadership team to discuss agenda items set by the superintendent. We have work sessions prior to most board meetings where the administrative team has the opportunity to discuss items of concern or success with the board of trustees. This is a very helpful and productive team building process. Most agendas are set by either the superintendent or principal, however, others can offer input and have items placed on the agenda. Data drives all decision making. Both formative and summative data are used to drive both district and school decisions. All professional development activities are based on needs determined by student data. Student placement in intervention groups is also based on the extensive data collected monthly within our building. At Rupert Elementary we have numerous ways we communicate with staff, families and

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|   | <p>other stake holders. Each week the principal sends out an agenda of weekly events so staff are aware of activities, testing schedules, and meeting reminders. Teachers communicate with families on a weekly basis and sometimes daily with homework and classroom newsletters. As a school we send home a monthly school newsletter to parents so they are informed of activities and upcoming community events scheduled at the school.</p>  |
| <b>School and Community</b> Discussion Topics   | <p>At Rupert Elementary 74.6% of the K-5 students qualify for the Free and reduced lunch. In recent years there have been many changes in the district as well as many staff have retired from Rupert Elementary. This has been challenging due to the fact it has been difficult to find highly-qualified, certified teachers to teach in the classroom. We have incorporated a mentoring program to help teachers get additional training. The district is also offering a \$750 dollar signing bonus for certificated teachers moving into the district. Effective training and professional development have been offered to assist in developing teaching competence and confidence in staff. Our focus is to build relationships with our staff in hopes of they will love where they teach, and not want to leave the district.</p>  |
| <b>Academic Achievement</b> Discussion Topics   | <p>Rupert Elementary proficiency data is as follows: 3rd grade Math 48% proficient, 4th grade math 52.1%, and 5th grade students were 29.6% proficient. At Rupert Elementary in the English Language Arts area 47% of the 3rd grade students were proficient, in 4th grade 48.4% of students were proficient and in 5th grade in ELA 41.1% of the students were proficient. At Rupert Elementary IRI data is as follows: 79.3% of kindergarten students are proficient, 67.0% of 1st grade students are proficient, 65.1% of 2nd grade students are proficient, and 78.9% of 3rd grade students are proficient. The Minidoka County School District has a 73% graduation rate. The data suggests that what we are teaching students is helping them achieve good growth throughout the year. However, the weaknesses we are seeing seems to show that we still have many students who are behind where they need to be when moving into the next grade level. We are currently trying to determine what changes can be made to help students reach the benchmark goals before moving to the next grade level.</p> |
| <b>Student Learning Needs</b> Discussion Topics | <p>Rupert Elementary uses current data to determine the student learning needs for all students K-5. We are aware that we have a weakness in our current reading curriculum. It is outdated and thus the district will be adopting new curriculum for the 2018-2019 school year. We are confident this will address some of the student's academic needs. Based on our</p>  |

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|                                    | <p>demographics, we also know that we have challenges that are related to our socio-economic status. We are constantly striving to bring kids up to expected levels, even though they come from challenging home situations. We also believe that having all day kindergarten would help us bridge this gap. The new curriculum may help us address our needs as well. We need more hours in the day to get our students to the level of proficiency we expect at Rupert Elementary. Another challenge is high mobility between elementary schools. The elementary schools work together to make sure we have a pacing calendar for our math and reading curriculum. This helps students transition between schools more successfully.</p>  |
| Core Curriculum Discussion Topics  | <p>Our district has adopted the Imagine It! Reading program. It has been many years since we have had a new curriculum in reading. This program is not being used with fidelity in our building, or across the district due to the change in standards. The curriculum unfortunately does not address the rigor of the common core standards and has therefore been adjusted and supplemented to address these inequities in lesson delivery. Our district is planning to purchase new reading curriculum this summer. Our hope is to get a more effective curriculum into the hands of the teachers. This in turn will hopefully help fill some academic gaps we are experiencing in the area of reading. Teachers will be expected to teach the program with fidelity. In the math area we are in our second year of adopting the Eureka Math program. We are teaching the program with fidelity. Fidelity is monitored by a district pacing calendar, classroom visits and weekly planning meetings with grade levels. Our district only allows us to use research/evidence based curricular materials. We observe our classrooms frequently to see how the curriculum is being taught, and determine if lessons are taught with fidelity.</p> |
| Core Instruction Discussion Topics | <p>We are using Eureka math as our K-5 curriculum district wide. It is being taught with fidelity as per mandate from our district. The program is rigorous and the teachers are still learning how to utilize the materials to best meet the students needs. We are using the Imagine It! reading program which has been adjusted to meet the standards and students instructional needs. At Rupert Elementary we administer progress monitoring tests, (AIMSweb, STAR, ISIP and CORE Phonics). The data gathered from these assessments, along with daily classwork is used to determine student placement in intervention groups, in order to individually address all student's learning goals. Students are grouped based on their abilities using data such as STAR scores, class assessments and well as curriculum assessments. Instruction is tiered to</p>  |



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|   | <p>determine placement. Instruction is differentiated when needed for all students.</p>  |
| <p><b>Alignment of teaching and Learning</b> Discussion Topics</p>            | <p>To align our teaching and learning we have grade level collaboration. There is also a district wide scope and sequence calendar for Math and ELA. Direct instruction strategies are expected in both ELA and Math. Grade level teams have common preparation times and meet twice a week to plan for ELA and math instruction. We have literacy calibration visits from outside professionals to give us feedback on our instruction. The district also requires us to have an Instructional Sweep in our buildings where administration from the district come and visit all classrooms and give us feedback to help us improve our instructional practices. Professional development days are also opportunities for staff to discuss what was learned during PD. There are many opportunities for grade level collaboration. At least twice a week grade level teams meet and plan instruction. The teams also meet two times a month with the administrative team, as well as the special education team to discuss data and place students in intervention groups based on their needs.</p>  |
| <p><b>Universal Screening</b> Discussion Topics</p>                           | <p>All students at Rupert Elementary are screened to identify students needing additional support. We give the STAR test throughout the school year. The kindergarten students use the Waterford program. The WIDA screener and Access 2.0 is used to determine proficiency levels for ELL students. The Core phonics test is utilized to help determine placement in intervention groups, along with monthly fluency progress monitoring. Our district also uses the ISIP to progress monitor our students, to help them familiarize themselves with the new IRI. All data is shared and discussed with staff in collaboration meetings bi-monthly. Updated intervention lists are shared with staff to review data and evaluate placement. Clear rules are in place to determine placement in either intensive, strategic, benchmark or challenge intervention groups. Instruction adjustments are discussed and decided upon as a team. If students do not make continued progress, we refer them to the RTI team where further interventions and data are implemented. Parents are key players in the overall process of helping the child be successful. The parents attend meetings set up to assist/ share ideas and input, for the child's academic success. We communicate with parents regularly in regards to student progress, IEP , RTI, and parent involvement activities.</p> |
| <p><b>Tiered Instruction and Academic Interventions</b> Discussion Topics</p> | <p>Tiered instruction is implemented in writing, ELA and math. Tiered interventions are coordinated to support core</p>  |

instruction by following the standards set for the grade levels. Most intervention groups have no more than 8 students in their groups. All instructional programs are scientifically researched/ evidence based. We have such a diverse population that we have had to implement some strategies that work well for all students not just our minority students. Explicit instruction is used consistently in grade level teams so that each team is as uniform as possible with their pacing and lesson delivery. All staff is utilized to help improve student proficiency. Para-educators help with instruction during intervention times. They have been trained by the instructional coach to maintain consistency and high expectations for learning. Tier 2: homogeneous students receive 30 minutes of additional instruction. Tier 3 - Early Interventions in Reading, Phonics for Reading, and Read Naturally before school. Those students who are academically below the average are invited to participate in the extended day kindergarten. The RTI team decides when it is time to recommend a child for testing. Students are progress monitored numerous times throughout the year to help determine needed adjustments to placement and instruction. Grade level teams will at times intervene and advocate for special education testing if it appears the process is taking too long, if it is time for a child to be tested.

#### **Learning Time Discussion Topics**

The scheduled learning time for Rupert Elementary School is from 8:00-2:55. Students attend school 5 days a week, with a total of 171 student contact days. We have a daily instructional schedule that each classroom teacher follows. The schedule includes interventions for reading and math. These interventions are taught Monday through Thursday. Bi-monthly, on Fridays we have collaboration, where we meet with all paras and teachers to review data for intervention placement. This school day hours meet the time requirement set by the state. The master schedule is set so that every staff member knows where they need to be and what time. We have several additional opportunities to provide for enrichment and extended opportunities. We have a certified Gifted and Talented teacher that teaches one day a week, servicing our qualified GT students to give them advance opportunities for learning. We also utilize the Read Naturally program before school to help our students who struggle in the reading area, to have an opportunity for develop more reading practice and fluency. Our students who need additional help with language are able to come in before school to use the Imagine Learning program to help them develop their reading skills. We determine which students would benefit from the extended learning times based on their data results and teacher input. Some of the students who participate in extended learning

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|  | <p>programs are also eligible to participate in summer school offered by the district. Kindergarten students utilize the Waterford program before the school day begins. We also have the Read Naturally program available before school for those students who need additional reading practice.</p>   |
| <b>Non-Academic Student Needs Discussion Topics</b>            | <p>Rupert Elementary utilizes some of the strategies learned at PBIS training to help encourage and support our students for success. District wide our elementary students are screened for vision and hearing. The students also have the opportunity to receive dental sealants as well as flu shots to help maintain their health. Rupert Elementary 1st grade students have the opportunity to have a high school lunch buddy to eat with and hang out with during lunch for an 8 week period. Rupert Elementary, with support from The Kiwanis organization sponsors the K-Kids group. This group of students focuses on helping the school and community through service projects. A counselor shared by the district is available to visit weekly with those students who need counseling support. In addition to a professional counselor helping those in need we are fortunate to have our school psychologist leading an emotional strength and social skills training program. This program is held weekly for one hour per session, for 8-9 sessions. Students learn how to understand and recognize emotions and practice appropriate emotional responses to common problems. They also learn appropriate ways to interact with others, in order to build and maintain relationships with peers.</p> |
| <b>Well-rounded Education Discussion Topics</b>                | <p>As a school we address well-rounded education in several ways. We are fortunate to have one to one devices for our students to utilize to enhance their technology skills. Our goal is to expose them in non-traditional methods of learning, which is also the way of the future. We expose our students to music. Each grade level has the opportunity to put together a musical performance for the community. Our 4th grade teachers incorporate Idaho History curriculum into the instructional day as well. Our students are also fortunate to have computers, PE and Library at least once a week for an hour.</p>  |
| <b>Additional Opportunities For Learning Discussion Topics</b> | <p>Not applicable</p>   |
| <b>School Transitions Discussion Topics</b>                    | <p>To assist preschool students in successfully transitioning to Rupert Elementary we have a parent training for our students going into kindergarten. This training is offered to parents by our instructional coach. The instructional coach covers strategies for helping the students learn their sounds and discusses ways for parents to help with their child's homework. The Head Start program sets up a meeting for parents whose children will be transitioning to kindergarten as</p>   |

well. Our kindergarten team leader attends the event and shares information with the parents about kindergarten at Rupert Elementary. We also have a kindergarten orientation day where parents and their child can meet the kindergarten teachers and learn about procedures.

Our 5th grade students have the opportunity to hear a presentation from the middle school counselor to review classes that are available at the middle school. The 5th grade students also have the opportunity to visit middle school with their parents for an orientation of expectations and activities available at the middle school. Our 5th grade teachers have been in contact with the department leads at the middle school to learn ways to help the 5th grade students to be successful. Our teachers also give extensive information about students and their abilities to the 6th grade teachers so that students can be placed in classes that will be suit their academic and emotional needs.

#### **Professional Development Discussion Topics**

Professional development activities at Rupert Elementary are decided on in many ways. A needs assessment is sent out each year to all staff to give input on what we are currently working on, and what areas staff feels we still need to address. Classified staff are invited to attend professional development activities offered to teaching staff. The classified staff have a voice in what training they feel would best help them be an effective instructional support. Staff is expected to participate with district-wide professional development, which happens up to 3 or 4 times a year. Professional development sessions are taught by high-quality professionals as well as knowledgeable in district trainers. Our instructional coach also teaches mini lessons, offers support, trains paras in intervention curriculum to help maintain effective delivery of instruction and best teaching strategies. Professional Learning Communities are embraced by all staff.

Collaboration/Instructional planning time is set within the daily schedule to give teams the opportunity to plan and review data. We utilize numerous points of data to make instructional decisions for our students. Professional development is held in high regard and all staff understand that no one is to miss a training unless it is an emergency. Professional development is a team effort so administration and coach attend along with the staff. The district sets an overall instructional focus goal or goals for the year. Professional development is planned based on district goals. The leadership team at Rupert determines needs for PD based on input from all staff. We also look closely at areas of weakness in data and then plans building professional development based on those needs. All

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|  | <p>professional development activities have sign in sheets to verify attendance. We have also incorporated training for staff for English Learners. We have found the strategies we have learned for EL students also work well for other students as well. This year we have partnered with Education Northwest to help improve our literacy instruction. We will continue this partnership into the next school year.</p>   |
| <p><b>Family and Community Engagement</b> Discussion Topics</p>                  | <p>Family and community participation helps students be more successful due to the schools partnership with the parents. We have a district policy on parent and community involvement that is reviewed and distributed annually. Each year at the beginning of the year we meet with our parent group and share ideas about working together and familiarizing them with our policy. We also visit with parent group during our monthly meetings about ways to best utilize moneys available for parent involvement activities. At Rupert we have a Community Involvement Committee made up of staff members who meet monthly to set up various events for our parents, students and staff. The committee sets up an activity per trimester generally. Those events consist of Reading night, Math night, and Science night. At the district level Parenting the Love &amp; Logic Way is offered in English and Spanish, twice a year at the District Service Center. English Language Acquisition classes are offered in collaboration with the College of Southern Idaho, also offered at the District Service Center.</p> |
| <p><b>Recruitment and Retention of Effective Teachers</b> Discussion Topics</p>  | <p>At Rupert Elementary School we have 100% of our teachers that meet the state certification requirements. We do have several teachers that are working on alternate authorizations, but have met the criteria set by the state. Our district is working to attend career fairs with the intent of recruiting teachers. We attempt to retain effective teachers by offering high quality professional development to our staff. Our district offers a mentoring program for new teachers in hopes of helping them with effective classroom management, best teaching practices, and routines for effective lesson delivery.</p>  |
| <p><b>Coordination and Integration With Other Programs</b> Discussion Topics</p> | <p>There are many programs which are coordinated with Rupert Elementary School. Adult education programs as previously is one way we integrate programs. We coordinate with Head Start preschool teachers to answer questions about students moving into kindergarten. The 4-H extension office offers helping eating presentation for elementary students. Local dentist offices offer dental sealants to help our students stay healthy. We also coordinate with special services, the district homeless liaison, and migrant liaison for student and parent supports. Our district works together with Northwest Literacy</p>  |



Co-op for literacy professional development along with our partners from Caldwell School District. Several staff in our building have been trained in the Positive Behavior Intervention Supports program. Our district also is involved with the Results to Intervention program. We utilize the procedures of the RIT process to make decisions about whether a student needs to be referred to special education based on several weeks of data collection.

## 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                   |
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| Based on the 2016-2017 ISAT scores, Rupert Elementary identified the following proficiency rates in Math: 3rd grade 48%, 4th grade 52%, and 5th grade 30% proficient. Math is a key area for improvement. | We will increase Math scores by 5% by moving 5% of grade 3-5 students each year from basic to proficient throughout the duration of the academic school year from spring to spring 2018-2020. | <input type="checkbox"/> |
| Based on the 2016-2017 ISAT scores, Rupert Elementary identified the following proficiency rates in ELA: 3rd grade 47%, 4th grade 48%, 5th grade 42% proficient. ELA is focus area for improvement.       | We will increase ELA scores by 5% by moving 5% of grade 3-5 students each year from basic to proficient throughout the duration of the academic school year from spring to spring 2018-2020.  | <input type="checkbox"/> |

### 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                   |
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| All math teachers will receive professional development training based on the standards expected in their perspective grade levels. DMTI training, as well as district training in Eureka Math will be incorporated. | Strong Evidence <input type="checkbox"/>                 | G1-I1 According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in Visible Classroom, quality professional | <input type="checkbox"/> |

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|  |                   | development has an effect size of 0.51 on student learning.   |                          |
| All ELA teachers will receive professional development training aligned with scientifically researched based Wonders reading program that will be implemented in the school year 2018-2019. The reading curriculum training as well as district-wide writing training will be incorporated into our professional development plan. | Strong Evidence ▼ | G1-I1 According to studies conducted by John Hattie et. al. in Visible Learning in Mathematics and Teaching Literacy in Visible Classroom, quality professional development has an effect size of 0.51 on student learning. | <input type="checkbox"/> |

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

Professional Development funds will need to be utilized to secure the DMTI trainers for math. ELA training will be offered by the district to train teachers on the Wonders curriculum that will be implemented during the 2018-2019 school year.

### 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.**

[www.minidokaschools.org](http://www.minidokaschools.org)

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

The SWIP will be monitored and evaluated for effectiveness through classroom observation, student progress monitoring, collaboration of data, staff feedback, and parent input. Effective teaching practices will be monitored by both educators and administrators. Feedback will be shared with staff in a timely manner. Observation data will determine areas of need and professional development offered to ensure best teaching practices and strategies. Leadership teams meet twice monthly to collaborate. Input is encouraged and through face to face meetings and surveys. The guiding questions to help the team address the issues include:

What are we doing well?

Where do we need improvement to best serve our student and family population?

What are the next steps to address these needs?

How will these next steps be monitored and/or evaluated with ethical efficacy?

A timeline of key steps to assure success include the following areas:

The principal, coach and grade level teams discuss student needs and any adjustments needed to improve intervention strategies.

Monthly RTI monitoring of student data to make sure the student is still progressing, or the intervention needs changed, or if it is time to refer to special ed.

The Leadership team meets twice a month to identify and communicate areas of concern.

## 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.