

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 and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Christine Silzly	Principal	silzc@d55.k12.id.us	<input type="checkbox"/>
Erica Hernandez	Interventionist	herne@d55.k12.id.us	<input type="checkbox"/>
Alison Randall	Counselor	randalis@d55.k12.id.us	<input type="checkbox"/>
Mary Spiker	Kindergarten Teacher	spikmary@d55.k12.id.us	<input type="checkbox"/>
Katrina Stucki	First Grade Teacher	stuckatr@d55.k12.id.us	<input type="checkbox"/>
Tessa Barrow	Second Grade Teacher	barrt@d55.k12.id.us	<input type="checkbox"/>
Tiffanie McNeel	Third Grade Teacher	mcnetiff@d55.k12.id.us	<input type="checkbox"/>
Melissa Collard	Fourth Grade Teacher	collmeli@d55.k12.id.us	<input type="checkbox"/>
Fairley Faroni	Fifth Grade Teacher	farofair@d55.k12.id.us	<input type="checkbox"/>
Lindsay Fairchild	Parent	Fairchildlk@hotmail.com	<input type="checkbox"/>
Needs Assessment			

School Leadership Team

School Leadership Team
 I.T. Stoddard Elementary leadership team is comprised of the principal, six classroom teachers, intervention coach, PTO president, and a parent. The team meets monthly. The parent on this team is invited to attend three times a year. The main goal for 2022-2023 is to create and implement the SWIP Tool and to share it with all stakeholders. Decisions regarding school governance are made by the principal with input of the Leadership Team & MTSS Team. The teams are encouraged to communicate with the rest of the staff on certain issues. The principal asks for input for the agenda prior to monthly meetings. Administrator’s meetings are held biweekly to discuss goals of the district, assessments, academics, and new and pertinent information.

School And Community
 A Parent involvement policy is in place and at our leadership meetings we seek input on how

parent involvement money will be spent. Monies are used for family engagement activities that incorporate curriculum twice a year through cultural development and reading/math skills. I.T. Stoddard Parent Involvement Policy has been posted on the school web page. Our PTO President will be part of disseminating information out to our parents. There will be 2 Title I nights that are connected to our student data and areas that we may need to strengthen academics or cultural awareness.

I.T. Stoddard is in the center of Blackfoot city limits. It is comprised of 3 certified kindergarten teachers, 4 certified classroom teachers in grade 1, and 3 certified teachers in grades 2, 3, 4, and 5. I.T. Stoddard is the largest elementary school out of 6 elementary schools in Blackfoot. We have 422 students: 259 White, 78 Hispanic, 41 American Indian, 42 of 2 or more race, 0 Pacific Islander, and 2 Black.

Over the last four years, our staff has been fluid in the movement of staff members to other buildings, schools, or retiring of teachers. This school year we hired a new special education teacher, a kindergarten teacher and a full time Math Interventionist.

Our school has maintained its attendance of 415-425 students for the school year. Seventy-nine percent of our students qualify for free and reduced lunch.

Our school report card is located on our district web page or you can go to the following link: <http://www.bfsdstoddard.org/>

Academics

Refer to uploaded file of grade level and classroom achievement for Fall Benchmarks. Winter and Spring will be added throughout the school year. Istation is available Kindergarten-Third Grade level to monitor student progress in Math and Reading all through the school year. Fourth and Fifth grade use Imagine Math and activities from Istation grade level. There are 3 benchmark Fall, Winter, and Spring that will be used for student growth for evaluation.

School and Community

Academic Achievement

Data is indicating that our students are making significant gains in all areas. The strength being our intervention of 30 minutes in math and reading four times a week.

I.T. Stoddard has 1 Reading Interventionist, 1 Math Interventionist, and 2 GT teachers that work with students academically on their needs to meet adequate growth.

Student Learning Needs

Refer to the uploaded file on our RTI process of student academic learning needs and any behavioral needs per student.

I.T. Stoddard Elementary has a system to screen and benchmark students three time per year. At the beginning of the year, students are screened by using iStation. These tests flag students who may need additional support. There are 3 key elements that contribute to low test scores: (1) Lack of skill base, (2) Behavior, (3) Low socio-economically unprivileged students. To increase the engagement and encouragement of participation from all students. I. T. Stoddard has incorporated the following activities: High Impact Intervention for Math and Reading, and House Party Activities that are made up of all grade level students doing fun activities together. Students are referred to the school MTSS team and plans are put in place to assist these students. IRI and ISAT data are discussed with the principal and grade level teams each fall, and appropriate goals are established based on the previous spring's data. Spring data will be uploaded to this plan each year.

For the 2022-2023 school year our Instructional Coaches will assist in placing students in their academic skill level to be successful readers. Students who are at the 25%ile in Reading and Math on the Fall iStation will be pulled for interventions with the Reading and Math Coach for 30 minutes a day. These groups are in conjunction with all interventions for any particular grade level.

Core Curriculum

I.T. Stoddard is using SRA Imagine It in grades K-5 for English Language Arts, enVisions for the core math program and Step Up to Writing for our writing program. All programs are on

Student Learning Needs

Core Curriculum

Idaho's list of state approved curriculum. The core curriculum is delivered with fidelity to the extent that it supports the Idaho Core Standards. Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the building administrator using the Principal Walk Through and 40-60 minute evaluations. Professional development has been provided by the district on a variety of core curriculum topics.

Documents uploaded on PD provided to teachers and para-professionals.

Our reading instructional coach, Marsha Petersen, monitors fidelity of the ELA intervention and the movement of our students in their intervention skills. Our instructional math coach, Erica Hernandez, monitors fidelity of the ELA intervention and the movement of our students in their intervention skills.

Core Instruction

Core Instruction

Instructional staff are consistently adjusting their instruction based on informal/formal assessments, and weekly summative assessments. Instruction is also adjusted based on monthly standardized progress monitoring using Istation for Math and Reading.

Formative assessments include teacher observations, projects, classwork, and student feedback. All students receive grade level instruction along with 30 minutes of instructional level intervention in Math and ELA 4 days per week. In an effort to provide opportunities to all subgroups of students, core instruction is delivered to all students and not pulled from the classroom, and appropriate intervention and enrichment are provided to meet the needs of all subgroups of students. Core instruction is differentiated to provide opportunities for students to reach proficient and advanced academic achievement levels.

Students are grouped in a variety of ways: Heterogenous-class rosters, homogeneous - High Impact Intervention.

Alignment of teaching and Learning
Teaching and learning are articulated by following district provided curriculum maps and meeting as grade-level PLC's. Grade level

Alignment of teaching and Learning

teams have been provided 90 minutes of common prep time for the purpose of collaborating about teaching and learning expectations at their respective grade levels. Due to former collaboration and fidelity to Idaho Core Standards, grade level students receive a consistent learning experience. Instructional staff consistently articulates needs, collaborates, and shares resources in order to align laterally between grade levels.

The standards expected to be taught at each grade level and in each classroom are mapped out with our curriculum maps. Each trimester has specific standards that are expected to be mastered as selected on our Mastery Report Card.

High impact teachers communicate with each other weekly about students' strengths and weaknesses. Students can move to areas of concern or strengths weekly. The High Impact teacher facilitates communication between teachers in different grade levels about student progress.

Universal Screening

Benchmarking occurs throughout the school year in each classroom.

Reading Benchmarks

iStation

Imagine It Reading Program Assessments

Math Benchmark

iStation

Pearson Realize Program Assessments

All students are given 3 universal screenings per year in reading and math. These universal screeners are given in the fall, winter, and spring. These include the IRI (Istations) and benchmark screeners, as well as curriculum placement tests in math and reading. In addition, grades K-3 are given the state IRI/Istation. Other screening tools used are the Core Phonics Survey. Groveland practices school-wide progress monitoring using Istation. Teachers will use the Interim ISAT this year. Students who are below the 16th percentile or not making growth are monitored every other week. The components of the Idaho Numeracy Project may be useful in determining specific

Universal Screening

low math skills areas for students. Students who are identified as ELL are given WIDA/Access testing. Students who receive a score lower than proficient are placed on a learning plan to help with accommodations in the classroom. Results are shared with teachers after a screener is given and typically with parents at conferences. These tools help teachers identify students who are at risk and also students who are not making progress. Goals are set for each student based on the norm chart which is adjusted to suit the current norms.

In addition to being screened academically, students with multiple behavior or social concerns are referred to the RTI team for interventions. Our school counselor works with groups of students and advises with the team on behavioral interventions. Students who are being monitored for academic or behavioral interventions are tracked on Milepost, by completing the district referral and tracking forms, and by an I Plan if necessary. Parents are notified by phone and are invited to be a member of any decision making meeting. The RTI team looks at progress monthly on each student and decides to continue monitoring, change intervention, or refer. The follow-up to these decisions falls upon the teacher, intervention leaders, or SPED team.

We use the multi-tiered intervention model approved by the district. Time is designated for math and reading intervention for every grade level Monday through Thursday. EL students receive instruction during interventions, and the intervention teacher monitors their progress providing small group instruction at other times as needed. Advanced students are provided with enrichment activities during the scheduled intervention times as well. Movement between intervention groups is considered to be fluid, and students may be moved at any time based on teacher discretion or data obtained from check-ins, which take place every two weeks.

Progress is monitored as teachers look at Istation benchmarks and progress monitoring data, curriculum tests, and Imagine Learning data.

Groveland tiered interventions are led by

Tiered Instruction and Academic Interventions

teachers and paraprofessionals. High need intervention groups number as low as 4, while students who are doing enrichment activities are often in groups of 15. Our gifted students receive instruction from enrichment lessons from gifted and talented teachers, Intervention groups, leadership projects, after school opportunities, and field trips. Some English learners are also pulled out for very small group or individual instruction by our intervention teacher for language and literacy practice. Instructional activities given by paraprofessionals are designed by teachers who also help monitor that student's progress. Teachers monitor progress on all students, but if a student is designated as "at risk", the monitoring becomes weekly or every two weeks. The RTI team reviews and possibly revises interventions monthly on those at-risk students. Any student who falls below the 16th percentile nationally is progress monitored weekly as is any non-proficient student who does not show signs of progress.

* In what areas are academic interventions provided? How often?
o Reading and Math
o 120 minutes of both math and reading intervention are provided to each student a week.

Learning Time

Contact hours for full time employees are from 7:30 a.m.-4:15 p.m. all other employees arrive from 7:50 a.m.-3:15 p.m.

Monday-Thursday school is in session from 8:10-3:30. Grade level schedules include 90 minutes per week in both reading and mathematics for both intervention and extension opportunities. Students who are having difficulty attaining proficiency are provided with extended learning opportunities within the intervention programs provided by each grade level, reading and math interventionist pull small groups for instructions, and extension times during the instructional day. Summer school is provided district wide to migrant students and SPED students when needed.

I.T. Stoddard Elementary school operates

Learning Time

Monday through Thursday, on a 4 day week. Staff arrives at 7:30 a.m. Students begin class at 8:10 a.m. Grade levels K-5 have a 20 minute lunch break followed/or previous to a 20 minute recess.

All students have daily access to the grade-level content standards which are taught in the student's home room. There are other strategies used to promote optimum learning. Our library, and computer lab paraprofessional provides students with Accelerated Reading support and keyboarding experience.

Non Academic Student Needs

Each school year the staff is trained in identifying students experiencing homelessness and/or poverty. The school counselor is available to support students 4 days per week.

We have a music and a PE specialist who come to our school each week. Each class receives 60 minutes of instruction per subject, per week. We have a school counselor who is here 4 days a week. She does individual counseling, class presentations, and social skill based groups. We have speech therapists, hearing therapists, occupational therapy, and a physical therapist come to our school to service students with those needs. We have an after-school program 4 days a week for both sessions of our kindergarten. We also have an instructional coach that supports teachers.

Well Rounded Education

Staff addresses well-rounded education by providing students with numerous opportunities such as: guest speakers, fairs, community events, field trips, holiday programs, and performance opportunities. This year staff will be implementing as many of these opportunities as possible while paying attention to Covid-19 guidance from the district.

Students are also provided with P.E., Library, and Music for at least 30 minutes per week. Grades 2-5 also receive a half hour of keyboarding/computer skills per week in their classrooms.

Additional Opportunities for Education

Our staff will facilitate 2 Family Engagement Nights in the year.

Non-Academic Student Needs

Well-rounded Education

Additional Opportunities For Learning

I.T. Stoddard welcomes community resources to present information about services provided outside of the school. For example, the Blackfoot Public Library has presented summer reading programs, Bingham Memorial Hospital has sponsored health fairs and jump rope clubs. I.T. Stoddard also posts fliers concerning community resources, sports and community events in the entrance of the building. There is a Jump Rope Team made up of 4th and 5th grade students, Running Club composed of K-5 grade students after school.

Currently, I.T. Stoddard is offering an After-School program and Friday School for students to attend. Students are referred by school staff to participate in this program based off of academic, social, emotional, or other needs.

School Transitions

School Transitions

Our Head Start teacher will visit with our Kindergarten teachers to inform them of student needs. All of our students attend a full day Monday-Thursday. As 5th grade students transition to the 6th grade center, there are a couple of things that happen, such as a visit from the BHSG principal and school counselor and the MVMS band teachers performs for all of our students so they know what instrument they might want to learn in 6th grade. In the past, we have sent over any RTI forms in Milepost; these include both academic and behavior plans. The 5th grade teachers are also asked to fill out a form that ranks the kids based on academics and behaviors. The school counselor of the 6th grade comes to our 5th grade classes to talk about and show a video representing what happens in the 6th grade. The band teacher comes over to introduce the band program and show them some of the instruments they can sign up for.

Professional Development

Teachers are provided regular opportunities to collaborate with grade level partners. More prep time has been allocated within the master schedule for teachers to prep as well as discuss data and intervention. Teachers can reflect and improve on their instruction practices with students.

The district has provided professional development for the math program, Power Hours on relevant topics 3 times a year, and annual key-note speakers. Additional professional development has been provided at the building level through administration or other district personnel throughout the school year. It is the expectation that all instructional staff attend professional development activities. Paraprofessionals have been given the opportunity to participate in the same professional development as teachers. The majority of professional development sign in sheets are kept by building administration. Professional development opportunities are communicated through email, staff meetings, and are posted in the faculty room. Staff have access to an instructional coach on an as-needed basis.

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

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

Due to a low English Learner population, EL professional development is provided by district upon request.

Our staff has access to an instructional coach, common prep periods for collaboration, monthly "Power Hours" provided by the district, Sheltered Instruction Observation Protocol training, "Be the Difference" to students in crisis or poverty training, and Love and Logic classes. At our building level, we've offered civilian response to active shooter training, supervision training, diabetes support training, and CPI (crisis prevention intervention) training to all or part of our staff. RTI leaders received Growth Mindset training. Certified teachers at our school received a Danielson review/training and were asked to do a self- assessment. They are required to observe one other classroom each trimester, conference with the teacher, and write a short reflection about their observation. After formal observations with the principal, they attend a

Professional Development

post-conference and reflect on practices.

Our RTI team is led by a teacher, and our MDT team is led by a special education teacher, but our other building level PLCs or professional development/reflections opportunities have been led by our principal. Ninety minutes of a teachers' prep time is common with grade level teachers.

Fall IRI- Isation data (K-5) math and reading data is reviewed by individual teachers, grade level teams, and by the principal. Grade level teams meet with the principal in the fall before interventions are established to review test results.

Para Professionals have received professional development in supervision, our positive behavior support plan, and the district poverty training. They have been paid for other trainings done on inservice days. Trading hours is an option for this.

Our school leadership has not been expected to lead any professional development this year.

Our district develops a professional development plan based on a "Needs Assessment

Survey" in May. It will be used to develop next year's plan. In this way, all staff are involved in the development of the district plan. Our federal programs director and district leadership team plan three years in advance for our professional development. For example, Healing Hands and Christian Moore inservices were supplemented through grant money and took time to arrange and schedule. We need to start now to make adjustments in the future schedule. Our federal programs director meets every month with principals, shares progress and plans, and develops ideas. There is a link to the federal programs website from our district webpage. Great information is available there.

Our students' academic skills and needs are directly tied to our professional development opportunities. iStation scores are analyzed. New curriculum and report cards need continuing professional training supports.

Attendance of professional development opportunities is monitored by administrators through "SAMS" signature sheets.

"Strategies for English Learners" professional development classes have been held. There are

also monthly meetings/training for EL staff. Title II money is earmarked for professional development. Traditionally, this money was used for sending teachers to conferences and then they would come back and share information. Conferences for teachers have been limited because the Blackfoot Education Association has negotiated to have this money support teachers being reimbursed for credits that they take on their own to recertify, supporting our efforts to keep highly qualified teachers.

Family and Community Engagement

The district and building each have a parent involvement policy in place. It is reviewed annually by the building administrator. We have strong family support that is cultivated by an inviting culture. Families are consistently invited and encouraged to visit and participate in classroom activities. Many activities are planned throughout the year to increase family and community engagement.

An annual family academic night, back-to-school night, Veteran's Day program, Christmas program, Idaho History program, Grandparent's Day, and Family Engagement Nights are some of the activities that bring in parent involvement.

Bi-annual parent/teacher conferences are held. Staff participate in various events at local businesses to increase engagement with the community (McTeacher Night & A&W Night). Building administration meets with the parent association once a month to discuss community engagement.

During meetings with Indian Education, Migrant, EL PACs, there are needs assessments, and parental input are given monthly. Many topics of concern are: attendance, health care, DACA, and graduation requirements, FAFSA, resumes, GED classes, and collaborating with outside agencies and resources. Information for these meetings are provided through faculty meetings, letter to parents during registration, updated websites, and district policy.

Recruitment and Retention of Effective Teachers

85% of teachers at I.T. Stoddard Elementary are highly qualified and meet state certification

Family and Community Engagement

Recruitment and Retention of Effective Teachers

requirements. 15% of teachers are working on an alternative certification route. New teachers participate in a monthly class with our district leadership, Joy Mickelsen. Principals attend local job fairs to recruit teachers, especially in "high need" subjects. The principal assigns a mentor teacher to a new teacher. All teachers are expected to support and fellowship new teachers. PLC meetings are used to support all teachers, new and seasoned.

Coordination and Integration with other Programs

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

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

Coordination and Integration With Other Programs

assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;

(7) providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;

(8) providing children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;

(9) promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;

(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;

(11) coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families; and

(12) affording parents substantial and meaningful opportunities to participate in the education of their children.

Under the direction of the Federal Programs Director, all federal funding (Title I, Title II, Title 1A, Title III, Title IIIC, Title IV, and Title VI) works cooperatively to enhance student achievement, post-secondary schooling, adult education, McKinney-Vento students, Advanced Opportunities, and Safe Schools.

I.T. Stoddard has access to family liaisons for EL, Migrant, Indian Education and homeless students.

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form -

- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

- A. The applicant certifies that it and its principals:
- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of

employment under the grant, the employee will:

1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures **MUST** be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:

- a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
- b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: mickj@d55.k12.id.us at 11/8/2022 10:38:33 AM