

HERITAGE COMMUNITY CHARTER (1343)

Submitted by: jcastaneda@hccs481.org at 6/12/2018 3:12:59 PM

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 |
|-------------------|---------------------------|--------------------------|
| Javier Castaneda | Administrator | <input type="checkbox"/> |
| Dawn Marie Rupp | Title 1 Director/Teacher | <input type="checkbox"/> |
| Shantell Mullanix | Federal Programs Director | <input type="checkbox"/> |
| Ana Tams | Teacher | <input type="checkbox"/> |
| Perla Abad | Parent | <input type="checkbox"/> |

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| <p>School Leadership Team Discussion Topics</p> | <p>Our School Leadership team is chaired by our Executive Director/Principal. The team members include: Title 1 Director/Teacher, Federal Programs Director and K-8 Music Teacher. The team meets at least every two weeks unless additional meetings are needed. Agendas are set and reviewed at the beginning of each meeting to determine if any additional items need to be included. During the leadership meeting, any topics that need to have a decision are proposed and discussed within the team. The team utilizes relevant data (student achievement data, school-wide goals, school community, parent surveys, etc.) to guide the decision-making process. The team utilizes the districts' Continuous Improvement Plan, Literacy Improvement Plan and Performance Framework goals to focus on the overarching goals of the school. Then they will look at available student achievement data to determine progress toward goals. After all relevant data has been reviewed and the team has discussed the topic, the team members provide their input on the decision to the leader (executive director/principal) who makes the final decision. Any decisions or topics that need to be communicated with stakeholders (staff, parents, students, board members, community members, etc.) will be assigned to a team member to make the necessary arrangements to communicate the information to the appropriate audience.</p> |
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School and Community Discussion Topics

The executive director/principal of HCCS has served as our leader since August 2012. All of the HCCS school board members have served for a minimum of two years. Our school has experienced recent staffing changes. The 2017-2018 school year brought the highest number of new hires in the past three years. For the 2017-2018 school year we hired two new elementary teachers, four middle school teachers, a counselor and Special Education Director/Teacher. HCCS has developed a robust mentor/mentee program for a new teachers to our district. Any veteran teacher, new to our district will participate in the mentor/mentee program for one year. Teachers, new to the profession, will participate in the mentor/mentee program for three years.

Academic Achievement Discussion Topics

Spring IRI-% Proficient 2016 2017 2018
Kindergarten: 85% 80% 60%
1st Grade: 52% 67% 65%
2nd Grade: 72% 70% 63%
3rd Grade: 72% 75% 73%

ISAT-% Proficient ELA 2017 ELA 2018 Math 2017 Math 2018
3rd Grade: 40% 42% 43% 27%
4th Grade: 34% 47% 42% 38%
5th Grade: 32% 41% 17% 14%
6th Grade: 45% 31% 30% 14%
7th Grade: 39% 36% 34% 23%
8th Grade: 46% 38% 17% 25%

The 2016-2017 IRI data shows that there has been literacy growth in 1st grade and 3rd grade, but a slight decline in kindergarten and 2nd grade. Continued literacy interventions with students will move more students toward proficiency.

The 2016 and 2017 ISAT data shows that HCCS students are scoring better in ELA than math. Our elementary students outperformed the middle school students in ELA in 2017, which indicates that our middle school students need more focused intervention in ELA. Math continues to be an area of focus for HCCS.

Student Learning Needs Discussion Topics

HCCS student achievement results from the ELA and Math ISAT (grades 3-8) show that our students are scoring below the state average, but comparable to surrounding districts. To increase outcomes for students on the ELA ISAT, the school provided Literacy training for all teachers (K-5). The literacy training included a focus on the CORE: Teaching Reading Sourcebook. Teachers assessed students with the CORE Phonics survey to identify levels of need and used the data to form intervention groups. The school also transitioned to the Istation-ISIP reading assessment and progress monitoring tool.

Progress monitoring of students allowed teachers to receive detailed reports depicting students' success in targeted areas of literacy to provide instruction and intervention at the students' specific level. All teachers in grades 3-8 gave their students at least one Interim Assessment Block prior to ISAT testing. Utilizing the Interim Assessments, teachers could identify vocabulary terms that needed to be taught, misconceptions that needed to be addressed and skills that needed to be taught.

To increase outcomes for students on the Math ISAT, the district utilized the Interim Assessment Blocks to identify vocabulary terms that needed to be taught, misconceptions that needed to be addressed and skills that needed to be taught. Concept boards were used (by most grade levels) to reinforce mathematical concepts.

Core Curriculum Discussion Topics

Reading Streets and Calle de Lectura are used as the elementary Language Arts curriculum for grades K-3 in both English and Spanish. Engage New York and the Core Knowledge Sequence are used in grades 4-5 for the English Language Arts while Yabisi for the Spanish Language Arts. The Origo Stepping Stones math curriculum is used for grades K-5 in both Spanish and English. In middle school grades 6-8, the Core Knowledge Sequence is used as the Language Arts Curriculum and Engage New York is used as the math curriculum. The Core Knowledge sequence is applied as the science and social studies curriculum in grades K-8. Reading Streets and Calle de Lectura are on the list of Highly Recommended Comprehensive K-5 Literacy programs while Origo Stepping Stones is on the Mathematics Adoption Guide from the ISDE. All curriculum act as a guide to assist teachers in teaching to the Idaho State Standards. All teachers have created a curriculum map to pace their instruction so that all essential standards are taught throughout the year. Lesson plans are submitted to the administrator on a weekly basis to provide accountability that the Standards are being taught.

Core Instruction Discussion Topics

Teachers meet the needs of all learners by taking the data they received from their formative and summative assessments to adjust the instruction in the way it is disseminated to meet the needs of all students. Teachers use the CORE phonics survey, Isations in both math and reading, Read Naturally, Origo and Reading Street unit assessments, Front Rowed, DOL's (Daily Oral Language), Interim assessments and Easy CBM's are used to help determine student's needs and skill level. Students are grouped for instruction based on data through the collaborative workings of grade band teams or content-based teams. (K-2, 3-4, 4-5, ELA/Social Studies/Foreign Language and Math/Science/Music/PE). Students are divided into groups based on specific skills with peers of the same need. Student have multiple opportunities to demonstrate proficiency by being included in small intervention groups of 5-6 kids with the teacher or Title I

paraprofessional in their classroom. They also work with volunteers or classroom paraprofessionals during core instruction. Intervention time is blocked out where students have opportunities to meet with the teacher and get support in their content specific courses.

Teaching and learning are constantly articulated within different instructionally groups as it is essential in making sure that all students are taught quality instruction. Elementary and middle school groups have weekly PLC/collaborative time where they discuss essential questions including: What should students learn? How will we respond if they don't know it?, and How will we respond if they do know it? In addition, each grade level has weekly collaborative planning time to further discuss grade level needs. Teaching and learning expectations are agreed upon to ensure that all students receive high quality instruction. Teachers are help accountable for focusing instruction on the agreed upon targets to later analyze reliable data across grade levels.

To form the foundation for quality expectations/ teaching, grade levels analyze state standards for each subject areas and come up with essential learning targets to be used in guiding classroom instruction. After targets are identified, curriculum is researched and decided upon to support the identified learning/ teaching targets. These essential targets are communicated to students before, during and after instruction that supports that standard and in doing so students are aware of the target to be reached.

Once this foundation is set, teachers must take the curriculum and targets and put them to practice as they track student progress. Throughout the school year, students' data is analyzed and used to make decisions about possible interventions, enrichment and/ or further assessments as needed. Such data is also shared with students throughout the learning/ teaching process which helps in guiding students in taking ownership of their own learning. Expectations are clearly communicated to all students and data/results are analyzed across grade levels to ensure that teachers are providing high quality instruction and students are receiving high quality learning.

Time is also set aside for teachers to collaborate vertically across subjects throughout the learning process to make sure that there aren't instructional holes in learning. Teachers are encouraged to touch base with the grade level above and below throughout the year, but especially at the beginning and end of the school year.

Kindergarten students are screened in the Spring (April) prior to their kindergarten year. Within the first few weeks of school all students in Kindergarten through 8th grade are

Alignment of teaching and Learning Discussion Topics

Universal Screening Discussion Topics

screened in Reading and Math using Istation's computer adaptive diagnostic and screening program. Istation's Indicators of Progress (ISIP) are nationally normed. Any student who enrolls in the district after the first day of school is screened in reading and math within two weeks of enrollment. ISIP is designed for monthly progress monitoring of students. Defined cut scores provide teachers with Priority Reports that identifies at-risk students who need additional intervention. At-risk students are provided with additional intervention (school-wide designated intervention time, Tier 3 intervention, classroom intervention). The school uses ACCESS 2.0 data, CORE Phonics Survey and (if necessary) the Woodcock Johnson to obtain more information regarding the learning needs of English Learners who are not progressing academically. Screening decisions are reviewed annually to determine the effectiveness of their use and purpose. If a screening program is not providing the school with the information they need to make informed decisions regarding student learning, the school leadership team will research alternatives. Teachers are informed of our school-wide screener and progress monitoring during our August PD. Parents receive letters from their classroom teacher notifying them of the screener the school uses. During parent/teacher conferences, teachers shared with parents the Student Summary Handout that tracks progress and shows intervention for each are tested. For example, Reading ISIP would provide parents with their students' achievement level in the following areas: Overall Reading, Text Fluency, Comprehension, Vocabulary and Spelling.

Interventions are provided both in reading and math four times a week, 25 minutes a day. Interventions groups are formed based on the Core Phonics survey and Istations data. The data from these assessments show teachers which skills students need the most help in developing. Teachers then group students by which skill they need to work on. Students who score a 1 or a 2 on their IRI were assessed every two weeks using the Core Phonics survey and once a month with Istations to determine skill growth. This was also done for Math intervention using Istations and Origo formative assessments from the math curriculum. If students scored at least a 13/15 in their skill group on the Core Phonics survey or show they have moved into Tier 3 according to Istations, then the student will be moved to another group working on another skill that was identified through the assessments and teacher input. Groups are usually between 5-6 students. The classroom teachers and Title I teachers work with the Tier 2 and 3 groups while volunteers and paraprofessionals work with the Tier 1 groups. The classroom teachers provide the instructions and materials to all those assisting with intervention groups. They also took the lead on assessing the students every two weeks to determine their growth. Teachers administer the Core Phonics Survey while the Title I teacher and paraprofessionals assist with the Istation assessment in both reading and math.

Tiered Instruction and Academic Interventions Discussion Topics

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| <p>Learning Time Discussion Topics</p> | <p>The HCCS calendar goes beyond the state required number of hours for instruction. The 2018-2019 HCCS calendar provides Kindergarten students with 944 instructional hours, with 450 being the state minimum. The required number of instructional hours for 1st through 3rd graders is 810 and HCCS delivers 944 instructional hours. In grades 4-8, the state requires a minimum of 900 hours. Our calendar offers 975 hours of instruction for our older students. We operate on a five day per week schedule.</p> <p>Our Elementary schedule includes two, 25-minute blocks of intervention/enrichment, four days per week. During the scheduled intervention/enrichment, Title 1 teachers and paraprofessionals push into classrooms to provide intervention and/or enrichment to students in reading and math. Classroom teachers use student achievement data from multiple sources (ISAT, IRI, Istation-ISIP, CORE Phonics Survey, etc.) to determine if students need intervention or enrichment during this time. Students scoring at the Basic (1) or Strategic (2) level on the Idaho Reading Indicator are invited to attend literacy tutoring. The literacy tutoring is scheduled before the school day begins.</p> <p>Our Middle School has an intervention block built into the daily schedule. During the intervention block, content area teachers (ELA, math, social studies, science) work with small groups of students on either grade level standards that students are struggling with or pre-requisite skills students need to be successful at grade level. Extended learning opportunities are provided within the classroom structure. Teachers identify students who have mastered grade level standards by viewing student achievement data (ISAT, Istation) and provide enrichment opportunities for those students.</p> |
| <p>Non-Academic Student Needs Discussion Topics</p> | <p>HCCS has a full-time school counselor that provides students with social/emotional support. The school counselor delivers weekly lessons to elementary students focusing on our schools' core characteristics and ASCA (American School Counseling Association) standards. The school counselor also provides individual and small group counseling support to students who may need additional strategies to help them manage social, emotional or behavioral challenges. The school counselor works teaches a College and Career Explorations class to 8th grade students to prepare them for high school and beyond. The school counselor works with middle school students individually or in small groups to help students navigate challenges that appear in middle school.</p> |
| <p>Well-rounded Education Discussion Topics</p> | <p>Students in grades Kindergarten through 5th grade receive instruction in the following content areas: English language arts, Spanish language arts, history, geography, mathematics, science, physical education, health, music and art. Middle school students receive instruction in the following content areas: mathematics, science, orchestra, physical education, health, Foreign Language, Social Studies, English language arts, Career Explorations, Publications, and Shakespeare.</p> |

Additional Opportunities For Learning Discussion Topics

HCCS is a K-8 school, but we do offer students opportunities to learn about and prepare for high school and beyond. Annually, our school presents a Career Day to our students to allow them to learn about a variety of career options. Community members volunteer their time to come and speak to our students about their field of work. Presenters are encouraged to include their journey of education/post-secondary training that led them to their current vocation.

All 8th grade students take a College and Career Explorations class taught by our school counselor. This class focuses on high school preparation, post-secondary education and career exploration. Our middle school students are also offered the opportunity to participate in the Advanced Opportunities program through the state in which middle school students are allowed to take high school credit courses through IDLA.

School Transitions Discussion Topics

After the lottery in April, there is a Kindergarten Orientation. The orientation includes a PowerPoint presentation that includes a brief overview of the program, including the classical and dual language portion. There is a Q&A for parents following the presentation. During the month of May, the Kindergarten teachers have a screener for all incoming Kindergarteners. After the screener, the Title I teacher gives each family a math and literacy kit to take home and work on over the summer. The teacher demonstrates how each of the items in the kit can be used to help students develop their skills for kindergarten.

To prepare students for the transition from elementary to middle school, 5th grade teachers discuss with their students the nuances of middle school. Since HCCS is a K-8 school, our 5th grade students are already familiar with the layout of the school and know many of the teachers. The 5th grade teachers discuss topics such as: shorter class periods, organization, how to advocate for themselves, use of agendas etc.

To prepare students for the transition from middle school to high school, all 8th grade students take a college and career explorations course taught by the school counselor. The focus of the class includes topics such as: career explorations (CIS), post-secondary options, foundations for financial success and high school preparedness (4 year plan, study habits, organizational skills).

Professional Development Discussion Topics

Every Tuesday we have set aside an hour after school for teachers to meet within their professional learning communities. Collaboration groups are divided into the following three groups for elementary: K-1, 2-3, and 4-5. In middle school, there are two groups divided by the content that teachers teach. The first group is ELA-Social Studies-Foreign Language-Title I and the second group is Math-Science-PE-Music. During these weekly meetings, teachers have opportunities to improve their instruction by developing essential

learning outcomes per grade level/content area using the state standards, plan common assessments, bring classroom data to collaboration meetings and discuss student's needs, vertically align content such as English language arts, Spanish language arts, mathematics, history and science across all grade levels.

Training for Professional Learning Communities is offered to all teachers/administration who are new to the district regardless of whether they have had training in other school districts. All certified staff members will have had PLC training within the first year of working in the district. We also have two weeks of professional development and staff training two weeks before school starts. Training is developed according to the needs of the staff through a staff survey on which training they feel is the most important. Training is developed by the leadership team and then approved by administration. The leadership team includes the Principal, Federal Programs Director, Title I Coordinator, and Music teacher. There is a sign-in sheet for each training that is offered so attendance is monitored

Family and Community Engagement Discussion Topics

We have a district policy and school plan in place which is located on the school's website. Both our Parent Involvement Plan and Parental Involvement Policy is reviewed before school begins, Open house after Labor Day, Math and Literacy Night in February where families make and take literacy and math kits home to practice foundational skills, Parent Teacher Conferences for grades K-8 in October and February to build parent capacity, monthly core characteristic assemblies, Kindergarten Orientation in May, and PTSO (Parent Teacher Student Organization) sponsored events including Harvest Festival and a Spring Walk-a-thon. We communicate with families through monthly school newsletters, Synrevoice (a voice messaging system that notifies every family in English and Spanish of upcoming events or other important school-wide practices), weekly classroom newsletters and classroom websites which are periodically updated and two Facebook accounts that come from the PTSO and the school.

Recruitment and Retention of Effective Teachers Discussion Topics

All teachers at HCCS meet state certification requirements or are in an approved alternate route to authorization (ABCTE) to be completed within their first year of teaching at HCCS.

As a dual language school, HCCS must recruit and retain the traditional high need subject area teachers, as well as bilingual certified teachers to teach in our Dual Language K-5 program. The strategies HCCS uses to recruit and retain effective teachers include: a website that portrays the mission and vision of HCCS through videos, pictures and information, having an established teacher mentoring program and participating in Professional Learning Communities. To retain teachers, we include benefits that are paid

by the district, PTO, competitive placement on the career ladder with a 3% COL provided yearly for all employees across the board. Leadership funds are used to create teacher mentor positions that help mentor our new teachers to increase their effectiveness and desire to remain at HCCS. The district has adopted a tuition reimbursement program that supports all staff members (who have been employed for one year or more) interested in advancing their education through a degree seeking program.

Coordination and Integration With Other Programs Discussion Topics

Not applicable.

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 |
|---|---|--------------------------|
| Increase students English Language Arts proficiency levels. | Overall proficiency levels in grades 3-8 will increase a minimum of 3% from the 2018 assessment to the 2019 assessment as measured by the annual ELA ISAT. | <input type="checkbox"/> |
| Increase students math proficiency levels. | Overall proficiency levels in grades 3-8 will increase a minimum of 5% from the 2018 assessment to the 2019 assessment as measured by the annual math ISAT. | <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 |
|-----------------------|--|--|--------------------------|
| Origo Math K-5 | Promising Evidence | Origo Stepping Stones is a state approved math curriculum. Additional study results can be found at https://www.origoeducation.com/origo-success-stories/ | <input type="checkbox"/> |
| Reading Streets | Promising Evidence | Reading Streets is a State approved curriculum. There is also additional research conducted on Reading Streets at: https://www.pearsoned.com/wp-content/uploads/reading-street-longitudinal-efficiency-report.pdf | <input type="checkbox"/> |

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|------------------|--------------------|--|--------------------------|
| Read Naturally | Strong Evidence | Read Naturally was found to have potentially positive effects on general reading achievement, mixed effects on reading fluency, and no discernible effects on alphabetics and comprehension for beginning readers. The following link shares more information on the study at: https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/407 | <input type="checkbox"/> |
| IStation Reading | Promising Evidence | Supplemental instruction that meets the criteria of promising evidence based on the following research results: https://www.istation.com/Studies | <input type="checkbox"/> |
| I-Ready Math | Promising Evidence | Supplemental instruction that meets the evidence for ESSA guidelines for promising evidence: https://www.curriculumassociates.com/products/iready/iready-builtforcommoncore.aspx | <input type="checkbox"/> |
| Sound Partners | Strong Evidence | Meets the evidence for ESSA guidelines for strong evidence: https://www.evidenceforessa.org/programs/reading/elementary/sound-partners-struggling-readers | <input type="checkbox"/> |

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

The district has already purchased the following curriculum: Origo, Reading Street and Read Naturally. In the fall of 2018, the district will purchase the IStation Reading instructional practice component (digital resource), I-Ready math instructional component (digital resource).

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.

<http://heritagecommunitycharter.com/>

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

PLC Meetings: Data review teams will meet during PLC meetings to discuss student achievement results from interim assessments, IStation and I-ready assessment results.

Board Meetings: The district will share out the SWIP with the board and provide a data review of the schools' progress toward the goals.

Leadership Team Meetings: Leadership members will review grade level student achievement data and will meet with PLC team meetings to discuss data. The conversations with PLC teams will focus on identifying the students who are at-risk and developing interventions to support the learning of those students. We will also identify high achieving students who would benefit from enrichment.

Parent Advisory Meeting: Will review SWIP and student achievement data.

The criteria used by the leadership team to make necessary adjustments includes: teachers requesting additional support or time or student achievement data is demonstrating a lack of growth. Additional resources, time, interventions, etc. will be provided to teachers to ensure student growth in reading and math.

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

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

comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

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

1. LOBBYING

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

CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

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

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

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

Submitted by: jcastaneda@hccs481.org at 6/12/2018 3:12:59 PM