

ONEIDA HIGH SCHOOL (0580)

Submitted by: rich.moore@malad.us at 2/12/2019 3:11:35 PM

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
Rich Moore	Superintendent	<input type="checkbox"/>
Wendy Alder	Oneida High School Principal	<input type="checkbox"/>
Randy Willie	Teacher-Oneida High School	<input type="checkbox"/>
Michael Corbett	Malad High School Principal	<input type="checkbox"/>
Terri Sorensen	Exec Director Support	<input type="checkbox"/>
Nacona Smith	Counselor	<input type="checkbox"/>
Dotty Evanson	Capacity Builder	<input type="checkbox"/>
Susan Clark	Parent	<input type="checkbox"/>
Tiffany Held	Counselor	<input type="checkbox"/>
Irene Carter	Administrative Assistant	<input type="checkbox"/>
Lisa Willie	Community Member	<input type="checkbox"/>

Needs Assessment

School Leadership Team	The Leadership Team includes: Wendy Alder, principal; Randy Willie, teacher; Terri Sorensen, District; Nacona Smith, Counselor; Tiffany Held, Counselor; Michael Corbett, MHS (feeder school) principal; Susan Clark, OHS Parent; Lisa Willie, Community member; Rich Moore, superintendent; Dotty Evanson, capacity builder. The team meets on the first and third Mondays at 3:00 pm. Wendy Alder chairs the team and appoints someone to take minutes and keep track of time. All team members have input into the decision-making process. Decisions are made using relevant formative (iReady and classroom assignments) and summative (ISAT, EOC, PSAT, SAT). Agenda items are set based on minutes from the previous meeting. Minutes are sent out to team members including the district superintendent. Wendy Alder (Principal) and Randy Willie (teacher) are responsible for communicating with staff, families, and other stakeholders.
School and Community	Oneida High School (OHS) is the alternative high school option for students in Oneida County. Malad High School

	<p>with a student population of 300 is the "feeder school" for Oneida High School. Oneida High School frequently enrolls students who transfer from other schools or who meet specific at-risk factors. Oneida County has a population of 4,200. Currently OHS has an enrollment of ten students. All of the schools in Oneida County are on a four-day school week. The community demographics have remained stable for the past 10 years.</p> <p>Oneida High School offers an alternative setting for students. We provide a small student/adult ratio allowing for more one-to-one and small group instruction. After considerable research, observation and evaluation, we determined that a 'block' system best meets the needs of our students. They attend school from 7:45 to 2:15. Each block is a three-week period in which students study only one subject. This allows the student to focus on the required course in depth and without interruption. Teachers are better able to individualize instruction, and student loads are reduced.</p>
<p>Academic Achievement</p>	<p>17-18 ISAT data was 100% below basic. 2016-17: ISAT Math 100% Below Basic, ISAT ELA 80% Below Basic; 20% Basic</p> <p>Oneida High School has been identified as a CSI school based on a low graduation percentage. That designation came because of a few students who were enrolled for a brief period, left because they were moving, but never requested records because they weren't enrolled long enough to get a credit. This is an issue that needs some attention. However, the data indicates that academic achievement is a serious concern as well as low grad rate. According to ISAT data weaknesses exist in math and ELA. 11th-grade students take the ASVAB Test, 10th grade take the PSAT test. Four students took the SAT none met the benchmarks. Two took the ACT 1 met all the benchmarks, 1 didn't.</p> <p>Historic Graduation Rates: 13/14 - 91.2% 14/15 - 90.8% 15/16 - 88.5% 16/17 - 76.9% 17/18 - 60%</p>
<p>Student Learning Needs</p>	<p>Based on ISAT data, student achievement is low in ELA and math. The team did a root cause analysis and found that these students typically have had low achievement on ISATs for the last four years. They also have had poor attendance and high rates of failed classes in the regular high school setting. Interventions to address attendance and academic achievement need to be addressed early in each student's</p>

	<p>high school career and possibly even during the middle school experience. Students have generally also transitioned frequently between different school settings.</p>
<p>Core Curriculum</p>	<p>Students are required to meet the minimum state graduation requirements. OHS is a better setting for students who already have some elective credits when they enroll (they come with a pool of elective credits). OHS does not offer a wide selection of elective courses, but works to provide core credits. The standards-based curriculum is delivered by an accredited teacher in English, Math, and Social Studies. Department chairs at Malad High School supervise curriculum alignment for all courses taught at Oneida High School.</p>
<p>Core Instruction</p>	<p>OHS has created an alternative schedule which better serves the needs of our alternate route students. The school year is broken into twelve, 3-week blocks in English, Integrated Math, Biology, Senior Project/Speech, Government and Economics. Students are enrolled in various blocks depending on credit need. The staff then works with each student on his/her level and supports them through the curriculum. Instruction also includes field trips to technical schools. During the math block, students are grouped according to need such as pre-algebra, algebra, work-place math, etc. Adjusting instruction to meet student needs is an area the team recognizes needs to be strengthened.</p>
<p>Alignment of teaching and Learning</p>	<p>The onsite teacher is certified in English and History. For all other core subjects, the onsite teacher works under the direction of a certified teacher at MHS. These teachers collaborate with the OHS teacher frequently to ensure teaching and learning are occurring at multiple grade levels. The onsite teacher is constantly adapting his English and history curriculum's to meet the various grade levels of his students in these subjects. Because of this situation, we are considering moving from a school to a program to provide additional collaboration and more access to certified teachers.</p>
<p>Universal Screening</p>	<p>All students are screened three times a year with iReady in math and reading. At-risk students are identified and all students work through appropriate interventions using iReady on a daily basis. Progress monitoring is part of the program for all at-risk students. iReady data is available to the leadership team. The Principal and teacher are responsible to share data with families.</p>
<p>Tiered Instruction and Academic Interventions</p>	<p>iReady intervention is a part of each student's daily curriculum in math and reading. The software places students according to benchmark scoring. Reports are available to teachers and show progress or lack of progress being made by each student. Adjustments in teacher and</p>

staff interventions can then be made as needed.

For tiered instruction, math benchmark scores are used to place students at appropriate math levels, such as business math, algebra, or geometry. Students are also placed in IXL math for intervention based on benchmarks.

Benchmark scores in reading are considered when direct instruction is planned in core areas. Differentiated instruction depends on each student's ability level. Informative, expressive, and creative writing are taught across the curriculum. Each week students are responsible for a writing assignment at their own level. Students write every day on current events, again at their level, and receive feedback and intervention to help them improve.

Also, academic interventions include a small group setting (average 12 students) for instruction for a three-week block where students work on one area of the curriculum.

Learning Time

Daily schedule is as follows:

7:45 am

Class Begins/Current Events

8:15 am

Breakfast Break

8:30 am

Class Time

Value

Value

10:30 am

Reading

11:00 am

Lunch

11:30 am

P.E.

12:45

Snack Time

1:00 pm

Class Time

2:00 pm

Clean Up/Job Chart

2:15 pm

Dismiss from School

Team discussed changing to incorporate intervention time as follows:

10:30

Intervention

11:00

Lunch

11:30

P.E./Reading

12:00

	<p>Class time/Guidance Summer school is not currently used.</p>
Non-Academic Student Needs	<p>Students on IEPs and 504s receive services outlined in their various plans, which include speech, counseling, etc. Vocational Rehabilitation counselors are available to work with students. All students receive career counseling (interviewing, resume preparation, etc.), life skills instruction, social interactions and communication lessons, etc. The team determined there is a need for increased career and mental health counseling, behavior interventions, and social skills training.</p>
Well-rounded Education	<p>Students participate in required courses for graduation as well as school-to-work opportunities. They also receive Life Skills training and can participate in extra-curricular activities including athletics. The school has a PBIS plan in place where students are rewarded for good behavior with a drawing held every block. Senior students prepare and present a Senior Project in order to graduate. The leadership team is investigating avenues to provide student more access to different elective and CTE course offerings.</p>
Additional Opportunities For Learning	<p>Students at OHS can take additional classes at Malad High during 7th period. They also can take IDLA classes for additional electives or college-level courses. These classes include electives and CTE courses that lead to industry certifications. They participate in career and educational field trips and service projects. Students can qualify for Advanced Opportunity funding from the state. Students take the ASVAB and military recruiters provide information to students throughout the year.</p>
School Transitions	<p>When students transition from the regular high school to OHS they are assisted in choosing a schedule that will allow them to earn the credits they need for graduation. Generally, a student transitions to OHS because of lack of credits. Upon graduation from OHS counseling services are provided to help those students who choose to go on to post high school training/education. OHS students take the ASVAB, which is a vocational aptitude test. They can also take the PSAT and SAT and can participate in the eleventh grade Higher Ed Day. Students are also allowed to take a "College Day" to visit a college of their choice without being marked absent. They have the option of participating in ISU and Bridgerland field trips.</p>
Professional Development	<p>Training in iReady is ongoing through 2018-19 for the entire district. The on-site teacher has attended Alternative High School Conferences, Safe and Drug Free Schools training, professional development in Foundations For A Drug Free World and student engagement training. Being at a small separate school causes the teacher to be isolated at times</p>

	<p>except during district-wide activities. The team determined a need for the teacher to have more collaborative experiences with peers.</p>
<p>Family and Community Engagement</p>	<p>The on-site teacher and principal have met with parents. Parent Teacher Conferences are scheduled. Parents have access to student grades and participate in IEPS. Some parents volunteer to help with field trips. Parents have input on the graduation ceremony and video presentation that highlights each graduate. The local newspaper spotlights OHS graduates. Students have participated in community service projects. OHS has a school website. We have one parent on the leadership team. There is a definite need for increased family and community engagement.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>OHS teachers are certified in English, History and Math. For other curriculum areas the OHS teacher works under the direction of content certified teachers at Malad High School. Our current teacher is retiring after this year and we are currently recruiting teachers to better meet the state certification requirements.</p>
<p>Coordination and Integration With Other Programs</p>	<p>Title II funds are used for professional development. OHS works with the Homeless Liaison, Juvenile Justice (probation), Idaho Vocational Rehab, Military Recruitment, and the Crisis Center as needed. Students have access to CTE courses 7th hour at MHS but this is an area the leadership team hopes to improve on.</p>

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs				
<p>Need Description:</p> <p>Improve graduation rates. Oneida High School's graduation rate for 2017-2018 was 60%. The projected graduation rate for 2018-19 appears to be even less.</p>		<p>SMART Goal:</p> <p>By 2020-21 the Oneida High School graduation rate will be at least 68% of the students in that cohort.</p>		
<p>Evidence-Based Interventions: Discussion Topics</p>				
<p>Intervention Strategy</p> <p><i>Please include a detailed description of who is going to do what, where, when and people involved.</i></p>	<p>What evidence level of criteria does this strategy meet?</p>	<p>How the intervention meets the definition of "Evidence Based"</p>	<p>Describe how the intervention will be monitored and evaluated for effectiveness.</p>	<p>Remove</p>

Diligently incorporate an accurate paper trail for the students at OHS by having the secretary work closely with the counselor who serves Oneida and Malad High Schools and parents to accurately record where students go when they leave OHS.

Moderate Evidence ▾

Keeping accurate records of students and where they transfer to will help OHS meet the state standards for graduation. Losing track of students who have left was a contributor to OHS falling under the 68% graduation rate.

The district ISEE secretary will monitor "drop outs" and advise OHS if a student appears in that category.



Implement an Early Warning System beginning at the 6th grade level through High School. The district will purchase Performance Matters in early 2019 which can manage data in Power School and other imported data. Implementation will begin Spring of 2019 at Malad High School and in the Fall of 2019 at Malad Middle School. Data will be gathered on attendance, grades, assessments, and behavior. At-risk students will be identified and receive interventions to help them engage more effectively at school. Malad High School currently has a Freshman Academy to help 9th graders make the transition to high school. Beginning in 2019-20 they will strengthen the support given to identified at-risk students who need additional counseling for behavior and/or academic support such as directing them to a CTE program that meets their needs. An additional counselor will be hired to assist with the EWS. The Leadership Team will undergo training on EWSs and how best to implement and use them in the Spring of 2019. The Team will work with administration and staff in establishing policy for the Early Warning System.


Moderate Evidence ▾

NLC Spotlight: Using Early Warning System Data to Ensure Students Don't Fall Through the Cracks (1-4-2017)

Understanding the potential dividends and inherent difficulty in systematically tracking multiple engagement data sources, Performance Matters developed a series of filters through an Early Warning System. This system utilizes attendance, behavior, demographic, and academic data and allows school districts to define thresholds to monitor student level indicators. These filters can then be easily used to cluster students with

School counselors will be responsible for running reports and notifying teachers and administration when students are at-risk.



		<p>characteristics of disengagement behavior, allowing school systems to systematically monitor and intervene. The School District of Indian River County has been using Performance Matters' Early Warning System for the past several years and has seen their district graduation rate climb from 79.1% in 2013-14 to an estimated 86% in 2015-16.</p>		
<p>CTE classes have been identified as an effective way to help at-risk students stay in school. Malad High School has some strong CTE programs. The Leadership Team will research ways to get at-risk students involved in areas of interest early in their academic careers before they become candidates for an alternate school/program. The Team will research schedules, policy, and support that is needed for at-risk students.</p>	<p>Strong Evidence </p>	<p>National Dropout Prevention Center: Career and Technical Education (CTE)</p> <p>Stone (2004) has identified several program techniques that keep students in school: career guidance, work-based learning, career pathways, and tech prep. Career guidance is an important element in keeping students in school. Bauer & Michael (1993) found that a guidance model using career interest inventories and job readiness training can</p>	<p>School counselors will work with at-risk students to get them enrolled in CTE classes. Once the students are in the classes the CTE administration and OHS/MHS administration will track their progress.</p>	<p><input type="checkbox"/></p>

		<p>increase at-risk student school engagement 35%. Work-based learning provides the opportunity to connect school with the real world.</p> <p>Schargel and Smink (2001, p. 212) have identified five potential benefits to at-risk students: Enhancement of students' motivation and academic achievement; Increased personal and social competence related to work in general; A broad understanding of an occupation or industry; Career exploration and planning; and Acquisition of knowledge or skills related to employment in particular occupations or more generic work competencies</p>		
<p>Program or Separate School?: Currently, Oneida High School is a separate school from Malad High School and is about 2 miles from MHS. This has made it very difficult for OHS students to participate in CTE classes or other programs that may be beneficial. As the Leadership Team has begun to research an Early Warning System and using CTE classes more</p>	<p>Promising Evidence ↕</p>	<p>CTE classes are effective ways to keep at-risk students in school. In order for our OHS students to participate more fully in CTE classes a</p>	<p>The Leadership Team comprised of members of OHS and MHS will work together on determining the best route</p>	<p><input type="checkbox"/></p>

effectively for our at-risk population, the question has been raised: "Would it be more effective to run a program for our at-risk kids rather than a separate school?" During 2019-20, the Team will explore schedules, interventions, programs and CTE classes and determine if a program within MHS would be more effective in serving the at-risk population. They will also visit programs that are currently successful. A decision will be made for the 2020-21 school year.

schedule change and probably a change in physical location will need to take place. We want to explore the options available to give our students full access to CTE courses.

(program or separate school) to take and then track student behavior, grades and attendance. Ultimately graduation rates will be monitored closely.

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

Financial Resource Inequities/Equities Support Comparison (Also in the Upload section in case formatting doesn't come through.)

Oneida High School is an alternative high school serving students of the Oneida School District. It serves a small population of students averaging around 12 – 14 students. It has a small student to adult ratio to allow for more one to one and small group instruction. In the beginning of the school it was felt that a block system would best meet the needs of our students. Each block is three weeks in length during which they study just one subject. This allows the students to focus on the required course in depth without interruption. Teachers are better able to individualize instruction.

Our focus is on building positive relationships with students. The faculty does everything possible to build a positive learning environment. Part of this effort includes the use of PBIS philosophy at the school. This allows students to take responsibility of their choices in a safe learning environment.

Oneida High School is on a four day school week and students attend class from 7:45 to 2:15 pm. We encourage parent involvement in the school. Parents are an important link in the educational process an Oneida High School. The philosophy of working together, we can improve outcomes and increase the likelihood of graduation.

The following is the financial comparison of Oneida High School to Malad High School

Category Oneida High School Malad High School

Certified teacher FTE ratio 1 : 12 1 : 19

Classified Staff FTE Ratio 1 : 12 1 : 31

Technology resources One to one device and no computer lab. One computer lab - one to one devices

Secretarial support 1 secretary which serves as a para student support. 1 FTE

Administrative support .2 FTE administrative support 1 FTE

Title I funding \$0 \$0

Students supply funds \$33 per student \$33 per student

Library book funding \$0 No Librarian 1 FTE

School Supply \$45 per student \$45 per student

Access to support staff Counselor visits once a week for ½ of a day 1 FTE counselor, quick access to technology assistance.

Student Learning Software Teacher did not access or had limited use of learning software Full implementation of student learning software – where appropriate.

New curriculum implementation Past teacher did not fully implement new curriculum in math and Language Arts Full implementation of math and Language Arts curriculum

Paper Trail: Current staff can do this.

Early Warning System 6th-12th: Technology funds and education of staff; \$9,525 initial cost; annual \$3,500 cost; PD cost; counselor time for interventions.

Schedule adjusted and students monitored to take advantage of CTE classes.

Program vs. Separate School: If we go with a program, physical adjustments will need to be made at the high school.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

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

The Leadership Team will continue to meet twice a month and work off of the Schoolwide Improvement Plan. At-risk students will be identified, interventions provided and then monitored closely by the team which includes administration. Timeline: Immediately the paper trail is being cleaned up. Spring 2019 Early Warning System in place at Malad High School. Fall 2019 Early Warning System in place 6th through 12th grade. 2019-20 The Leadership team will determine if a program or separate school will serve at-risk students more effectively. CTE class availability will be a primary indicator of whether we go program or separate school. 2020-21 Program or Separate School in place, at risk-students identified early (EWS) with interventions (possible CTE route) taking place as soon as students are identified. The district currently has a strong PLC plan in place. PLCs will report to the administrator and an added emphasis will be placed on at-risk students. The PLC reports will go to the Leadership Team.

Annual Budget

Allocation for 2018-2019	<input type="text" value="\$0"/>
Carry-over from previous year as of 9/30/2018	<input type="text" value="\$0"/>
Total Allocation	<input type="text" value="\$0"/>

Obj.Code	Description	2018-2019
100	Salaries <i>Include the number of FTEs and PTEs for each position</i>	Amount: <input type="text" value="\$0"/> Description:
200	Employee Benefits	Amount: <input type="text" value="\$0"/> Description:
300	Purchased Services (non travel)	Amount: <input type="text" value="\$0"/> Description:
380	Travel Expense	Amount: <input type="text" value="\$0"/> Description:
400	Supplies & Materials	Amount: <input type="text" value="\$0"/> Description:

500	Capital Objects	Amount: \$0
		Description:
	Budget Total	\$0

Upload Files

Files
<ul style="list-style-type: none"> ◦ Unified Insights Performance Matters Analytics Promo 2018 (1).pdf ◦ School vs. Program Considerations (1).docx ◦ MHS registration guide 2018-2019 final.pdf ◦ Oneida financial comparison.docx

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.

2/12/2019

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: rich.moore@malad.us at 2/12/2019 3:11:35 PM