

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
David Marotz	Principal	<input type="checkbox"/>
Jan Stronks	Assistant Principal	<input type="checkbox"/>
Alicia Reynolds	Counselor	<input type="checkbox"/>
Cherie Schroeder	SPED Teacher	<input type="checkbox"/>
Marilyn Stone	6th Grade Teacher (Geography)	<input type="checkbox"/>
Laci Thomas	6th Grade Teacher (ELA)	<input type="checkbox"/>
Linda Perkins	7th Grade Teacher (PE/Health)	<input type="checkbox"/>
Tim Slack	7th Grade Teacher (World Hist.)	<input type="checkbox"/>
Rachel Thomsen	8th Grade Teacher (ELA)	<input type="checkbox"/>
Alison Pike	Parent	<input type="checkbox"/>

Needs Assessment

School Leadership Team	<p>The South Fremont Junior High (SFJ) Leadership Team consists of ten members: the principal, assistant principal, counselor, one parent, and six teachers. Additional representatives from the parent organization join periodically as topics arise that would be relevant.</p> <p>The team is chaired by the principal, who develops the agendas for the monthly meetings, which are held the first Monday of each month. Agendas mirror the district-approved format for PLCs with the following components: (1) review and report, (2) data review, (3) school improvement planning, (4) other team plans/concerns/issues, and (5) assignments.</p> <p>Agendas for meetings are posted in Google Documents one week in advance of the meeting, so team members may add to the agendas. The primary focus of each agenda is the data review portion. The team reviews relevant data, including benchmark testing results (Istation), ISAT scores, student attendance, stakeholder perception survey results, teacher recommendations based on formative assessments, etc. The Leadership Team has recently been researching mastery learning and standards-based report cards. Final decisions are determined by a consensus of those on the Leadership Team. Major decisions and plans are communicated</p>
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	<p>with stakeholders via notes sent home with students, phone calls and emails using School Messenger, and posts on Facebook.</p>
School and Community	<p>South Fremont Junior High is a 6-8 school serving approximately 375 students each year. The community is relatively stable with little change during the past few years. The principal is now in his ninth year in the school, and the superintendent is now in his sixth year in the district. The enrollment at SFJ has been consistent for many years and typically fluctuates between 360 and 390 students. The following disaggregated demographic data is based on current enrollment:</p> <ul style="list-style-type: none"> 49% male 51% female 0.5% American Indian/Alaskan Native 0.5% Asian 0.0% Black or African American 0.25% Native Hawaiian/Pacific Islander 79.9% White 17.7% Hispanic/Latino .6% Two or More Categories 0% Unspecified 55-60% Free or Reduced Lunch
Academic Achievement	<p>Based on the 2021 ISAT Summative assessment data, 42% of students were proficient in ELA and 30% were proficient in mathematics.</p> <p>According to PSAT 8/9 results from December 2020, 57% of SFJ 8th grade students achieved benchmark on the Evidence-based Reading and Writing (ERW) tests. Of the 262 students in Idaho who took the test, 59% met benchmark in ERW while 60% met the benchmark nationally. The average ERW score was 397 (state average was 404, national average 418).</p> <p>In mathematics, 24% of SFJ 8th graders met benchmark while 26% in Idaho and 39% nationally met benchmark. The average mathematics score was 386 (state average was 390, national average 411).</p> <p>According to ISIP data (Istations benchmark data), the percent of students who met reached benchmark in Reading remained relatively consistent with 57% in 6th Grade in September to 65% in December. 7th grade increased from 43% to 48%. 8th grade increased from 39% to 48%.</p> <p>In mathematics, 21% of 6th graders met benchmark in September. This increased to 43% in December. 7th grade increased from 22% to 38%, and 8th grade increased from 20% to 32%.</p> <p>Student achievement data suggests (based on ISIP results) that the majority of students across the school have the fundamental skills in both reading and mathematics necessary to meet the Core Standards. An analysis of the ISAT results confirms that students understand the content; however, they struggle to apply the</p>

	learning to new situations and are not effective in communicating their results.
Student Learning Needs	As a school-wide leadership team and as a whole faculty, student achievement data (ISAT, ISIP, iReady, PSAT) is reviewed regularly during inservice and faculty meetings. Gaps in learning or deficiencies in student achievement are analyzed and data is disaggregated to determine the nature of the problem. For those items identified as systemic issues, the curriculum is realigned by grade-level PLCs and/or content area teams. For student learning issues, individual students are identified and monitored by the grade-level PLCs or for assignment to intervention coursework.
Core Curriculum	<p>For the 2020-2021 school year, the district piloted the Ready Classroom Mathematics curriculum resources for grades 6-8, one of the approved curriculum resources by the Idaho State Department of Education and aligned to the common core standards.</p> <p>During the pilot year, teachers noted significant gaps that are being addressed through the adopted curriculum resources.</p> <p>In English Language Arts, the teachers have chosen to focus on use of classic novels and writing as identified in the Idaho Core Standards. Instruction is aligned to standards as evidenced in teacher lesson plans and monitored through administrator walkthrough observations, formal observations, and evaluations.</p>
Core Instruction	<p>The majority of teachers administer various formative assessments identified in Teach Like a Champion and Marzano's Classroom Instruction that Works throughout their instruction and adjust their instruction accordingly. The school has adopted the instructional model from the New Art and Science of Teaching and has adapted it to meet the instructional needs of our current staff. This will be monitored and documented using Teacher Vitae. Data will be reviewed by the leadership team.</p> <p>Most teachers implement a variety of grouping strategies depending on the needs of the students on a specific assignment or activity. Implementation of a variety of strategies designed to increase student engagement are monitored through walk-through observations (documented in Teacher Vitae).</p>
Alignment of teaching and Learning	At SFJH, every section of a given core class is taught by a single core teacher. Each teacher teaches five sections of the core class and one elective class of his/her choice. With this schedule, all students in a given grade receive the same primary instruction from the same teacher. These teachers may provide interventions and/or accommodations for students with identified needs. As a result of this schedule, there is no need to coordinate curriculum to align between teachers of the same courses; however, grade level PLCs meet regularly (weekly) to analyze data, discuss student interventions, and plan opportunities for cross-curricular collaboration. Department teams covering grades 6-8 meet quarterly or as needed to address articulation issues across grade levels within a given subject. With the implementation of a new

	<p>mathematics curriculum, the mathematics teachers meet regularly to review the iReady data and adjust their instructional calendars.</p>
<p>Universal Screening</p>	<p>All students were administered the ISIP Reading and iReady Mathematics universal screeners at the beginning of the school year (in September). All students were progress monitored in January and April. Students who consistently scored in Tier 2 (as determined by the Istation norms) were considered for placement in Study Hall. Those who scored in Tier 3 were either placed in Reading Fundamentals, Study Skills, or Study Hall depending on their individual needs and recommendations from the grade-level PLC teams. Students in Tiers 2 and 3 will be progress monitored monthly to evaluate growth and effectiveness of interventions. Students who make sufficient progress and demonstrate necessary growth to achieve Tier 1 consistently are taken out of the intervention classes and enrolled in an elective class. These students are still closely monitored by the grade-level PLCs to ensure that they do not fall behind. In the event that an individual student's ISIP results do not correlate with classroom grades, an ad hoc assessment has been given to give the student the opportunity to demonstrate mastery of skills. Prior to any changes in placement into intervention classes, parents are contacted by the school counselor and a meeting is set up to review the assessment results and develop an intervention plan to meet the individual student's needs. English Learner students are assessed using the State's WIDA assessment. These results are also considered when evaluating student placement in interventions. Parents/guardians of students who are placed in Tier 2 or Tier 3 intervention classes are notified by the school counselor of the recommended changes in placement. The parents are also notified by the counselor when students make progress and are exited from interventions.</p>
<p>Tiered Instruction and Academic Interventions</p>	<p>For students who score in Tier 2 or Tier 3 on the ISIP Reading and iReady Mathematics assessments, one elective class is dropped and the student is enrolled in Study Hall, Study Skills, Math Fundamentals, or Reading Fundamentals depending on their specific needs and achievement levels. Students are enrolled in Istation (reading) or Math Fundamentals course (using iReady), depending on the individual needs. The Study Hall teacher monitors student progress on the assigned interventions and evaluates the effectiveness of the interventions.</p> <p>The intervention class schedules may include a combination of direct whole-group instruction by the teacher, small group instruction, and individual instruction depending on the needs of the class. Class sizes average between 8-10 students per period, often having only 5-6 students. Students will also be taught organizational and time management skills.</p> <p>The teacher will also coordinate with the classroom teachers and provide additional instruction needed to complete assignments for the other classes. Grade level PLCs meet twice each month. In following the district approved agenda for PLC teams, the teams</p>

	<p>analyze classroom data and plan specific Tier 1 interventions for individual students. These interventions are documented in Mileposts. During the PLC meetings, the team will review the effectiveness of the interventions and plan for further improvements.</p> <p>Teachers use SIOP, WIDE CAN DO strategies in addition to Language for Learning, Language for Thinking, and Language for Writing.</p>
<p>Learning Time</p>	<p>South Fremont Junior High follows a 7 period class schedule with class periods of 50 minutes each. School starts at 8:00 am and ends at 3:20 pm. Students attend school 173 days between August and June. Students enrolled in 6th grade attend five core classes (English, Reading, Math, Science, and Social Studies) and have two electives each semester (one of which must be Keyboarding). Students in 7th and 8th grade have five core classes (English, Math, Science, Social Studies, and PE/Health) and two electives per semester. Each core class is taught by a single teacher (typically 5 periods) who also teaches one elective class. Elective courses have been proposed by the teachers and are approved by the administration. The teachers have been encouraged to teach electives in STEM related fields when possible with an increased emphasis on college and career readiness. Elective courses include Exploring Creativity, Cooking with Class, Muggle Studies, Rockets and Space, Engineering, Intro to Art, Spanish, Agriculture, Band, Choir, Lifetime Sports, Zoology, Exploring Japan, Yearbook, Once Upon a Place, and Classic Movie Appreciation.</p> <p>The philosophy of the school is that all students should have access to those classes or programs that were previously only available to gifted students. Students who struggle to meet proficiency on the ISIP and/or ISAT tests may give up one of their electives to attend Study Hall, Study Skills, and/or Reading/Math Fundamentals depending on their individual needs.</p> <p>For students who struggle with academics or who need additional help with homework, the school offers an after school homework club for one hour (3:30-4:30 pm) on Monday through Thursday. Students have access to certified teachers who assist with homework and supervise students who need computer access. Students who fail one or more core classes during the fall semester are automatically enrolled in one or more credit recovery classes during the spring semester. Students are administered the prescriptive assessments in Plato, identifying specific learning needs and any deficiencies. Once the students complete the credit recovery coursework, they are re-enrolled in their elective classes. South Fremont Junior High offered summer school for students who needed to complete credit recovery.</p>
<p>Non-Academic Student Needs</p>	<p>SFJHS has a full-time certified school counselor on staff to help address students' Social-Emotional Learning (SEL) needs. She meets regularly with students who have been referred by grade level PLCs and/or administrations to develop positive relationships and to focus on building individual resilience. Each student is also assigned to an Advisory class that meets daily for 25 minutes.</p>

	<p>These class advisors monitor student progress in all classes and serve as a liaison between the student, the parent/guardian, and the school. Advisors regularly contact parents with concerns about students and often report concerns to the grade level PLCs or the administrations. The school also has developed the Make A Difference Campaign as a character building philosophy in our school. Under the direction of the student council advisor, students from SFJH identified six components to emphasize throughout the school: (1) dare to be yourself, (2) demonstrate respect, (3) determine school spirit, (4) discourage bullying, (5) down to judging, and (6) dream of a better tomorrow. Banners with these six components are hanging in teachers' classrooms as reminders.</p> <p>Under the direction of the school counselor, the school has White, Red, and Black Ribbon months scheduled throughout the year. Throughout the scheduled month, students are given small activities or discussions designed to engage the students in the content. White Ribbon week focuses on online safety and electronic citizenship. Black Ribbon week is antibullying. Red Ribbon week emphasizes avoiding drugs, alcohol, or other addictions.</p> <p>The district also provides SFJH students with Homeless and Migrant Services through Homeless and Migrant Liaisons. Faculty and staff are trained annual on the guidelines for working with Homeless and Migrant students.</p>
Well-rounded Education	<p>The teachers have been encouraged to teach electives in STEM related fields when possible with an increased emphasis on college and career readiness. Elective courses include Exploring Creativity, Cooking with Class, Muggle Studies, Rockets and Space, Engineering, Intro to Art, Spanish, Agriculture, Band, Choir, Lifetime Sports, Zoology, Exploring Japan, Yearbook, Once Upon a Place, and Classic Movie Appreciation. The philosophy of the school is that all students should have access to those classes or programs that were previously only available to gifted students. Students who struggle to meet proficiency on the ISIP and/or ISAT tests may give up one of their electives to attend Academic Studies, Study Skills, and/or Reading or Math Fundamentals depending on their individual needs.</p>
Additional Opportunities For Learning	<p>As part of the District's College and Career Awareness plan, all students at SFJH travel as a grade to a local or regional university or college for a campus tour and introduction to higher education opportunities. The school also has a College Week scheduled for mid-April to help students learn about higher education. All 8th grade students research career opportunities and complete a four year plan to direct their scheduling in high school. As part of the preparation, SFJH has elected to administer the PSAT 8/9 assessment to all 8th grade students in December. Students are introduced to a standardized, norm-referenced, national assessment that allows them to see how they compare to other students across the nation. Scores on the PSAT 8/9 for the entire group of 8th grade students (97% tested) are comparable to the same scores across the state and nation. Advanced mathematics</p>

	<p>students are given the opportunity to take Advanced 7th Grade Math and Integrated Mathematics I (for HS credit) during Junior High.</p>
School Transitions	<p>In order to ease the transition from elementary (5th grade) to junior high (6th grade), the principal and counselor of SFJH meet with students, parents, and teachers from each of the three schools that send students to the school. The principal and counselor later meet with the teachers, principal, and support staff from each school to discuss individual student needs, including student IEPs, 504s, GAT, Title I, behavior plans, and classroom interventions.</p> <p>During 6th grade orientation, all students and parents are invited to the JH for a morning. The principal addresses the students and provides a brief overview of the school. The student council then divides the students into groups and conducts tours of the school, while the parents meet with the principal and counselor to answer questions and address concerns.</p> <p>A similar process is followed with the 8th grade transitioning to South Fremont High School. An 8th grade orientation is held at the school, and transition meetings are held with administration, counselors, and teachers from both schools.</p>
Professional Development	<p>Using data from classroom walk-throughs (collected in Teacher Vitae), the school Leadership Team reviews the aggregated data and identifies specific professional development needs. On an annual basis, the staff reviews each of the rubrics associated with all 22 components of the Danielson Framework. Under the direction of the assistant principal, the staff reviews student achievement data during PLCs. Teachers are given the opportunity to learn how to analyze data and modify instruction to meet student learning needs.</p> <p>The staff holds faculty meetings every Friday. Agenda items and calendar items are sent to staff in advance of the meetings, and they are expected to come prepared to faculty meeting. The typical agenda items (calendar, policies, procedures, etc.) are addressed quickly (typically within 5-10 minutes). The balance of the meeting is focused on professional development needs that have been identified by the Leadership Team or collaborative team meetings (50 minutes). Teachers have requested monthly mini-trainings on using Canvas more effectively in the classroom.</p> <p>Topics addressed during faculty meetings include the culture of poverty, school climate and culture, building positive student relationships, and factors that have the highest impact on student achievement. The district has provided SIOP training to all schools and has also provided WIDA training to all district administrators. The Federal programs also provides training to teachers and paraprofessionals who work with English Language Learners annually or more as needed.</p> <p>As recommended by the District and in alignment with protocols and district-wide trainings, grade level PLCs meet weekly to review student achievement data and plan for</p>

	<p>improvements. For the upcoming school year, the administration is attempting to provide common prep periods for the core teachers in each grade level. This would allow for easier collaboration between team members.</p>
<p>Family and Community Engagement</p>	<p>In January 2016, SFJ developed a parent involvement plan with input from teachers, administrators, and representatives from our local parent organization in compliance with District Policy 2420 (Parent & Family Engagement) and District Procedure 2420P. This plan is presented by the administration annually during a parent orientation meeting, typically held in the auditorium during parent-teacher conferences or the annual STEAM Expo each spring.</p> <p>An overview of the school's improvement plan, accreditation status, achievement data, and programs is presented. Parents are asked to provide feedback and/or present concerns to be addressed. Afterward, the plan is revised by the Leadership Team and is posted on the school's website, along with the Parent Compact (English and Spanish) and the Parent Notification Letter.</p> <p>Parents are also encouraged to attend parent-teacher conferences each fall and spring. Teachers keep a log of parents who attend and follow up individually with those parents who did not. One of the most highly attended activities in the school is the spring STEAM Expo (formerly science fair). Hundreds of parents attend the event and watch presentations from students.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>All teachers at South Fremont Junior High met the state certification requirements. The school engages in a rigorous hiring process that includes a screening interview, background and reference checks, a formal interview with a 20 minute lesson, and individual interviews with the principal. The hiring committee carefully screens to identify not only highly qualified teachers, but also tries to identify individuals who are most likely to be successful in the school climate and culture. Newly hired teachers meet regularly with the principal prior to the start of the year for orientation to the school and the culture. Each new teacher is assigned a mentor who is expected to meet a minimum of one hour per week with the new teacher during the first year. During the second year of employment, the teacher continues to have a mentor but weekly meetings are not required. SFJ has a relatively high retention rate for teachers (90-100% retention annually). In efforts to retain highly qualified and experienced staff, the district offers professional development credit reimbursement and a variety of in-district credit opportunities on specific topics identified by the district and school leadership teams as being high priority needs.</p>
<p>Coordination and Integration With Other Programs</p>	<p>All programs implemented at South Fremont Junior High are coordinated as part of the school's High Reliability School certification progress and school improvement planning. The Leadership Team provides guidance and direction for each of the programs and gives suggestions for areas of improvement. Budgets for professional development, Title One, college and career readiness, and other programs are coordinated to maximize impact and to</p>

allow for efficient use of related funds. Budgets for each of these programs are reviewed annually at the district level to ensure compliance. The district provides special services, an EL program, Migrant program, and has Homeless and Migrant liaisons to support the school as needed for individual students.

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

Need 1	<div>Need Description: SFJ needs to increase student achievement in ELA as measured by the ISAT test results. All programs implemented at South Fremont Junior High are coordinated as part of the school's improvement planning through Marzano's High Reliability Schools certification process. The Leadership Team provides guidance and direction for each of the programs and gives suggestions for areas of improvement. Budgets for professional development, Title One, college and career readiness, and other programs are coordinated to maximize impact and to allow for efficient use of related funds. Budgets for each of these programs are reviewed annually at the district level to ensure compliance. The district provides special services, an EL program, Migrant program, and has Homeless and Migrant liaisons to support the school as needed for individual students.</div> <div>SMART Goal: SFJ will demonstrate student proficiency (pass rate) by increasing the percent of students in grade 8 who score proficient or advanced on the English Language Arts (ELA) ISAT from 42% (2021) to 50% (2022) by 06/01/2022 as measured by the results of the spring administration of the ISAT.</div>
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☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
1-		Strong Evidence ▼			<input type="checkbox"/>

1	<p>Using "Providing Feedback" from Hattie's list of factors influencing student achievement, students will receive regular input on their progress towards improvement in ELA through benchmark testing.</p> <p>Implement benchmark and progress monitoring assessments for ELA and mathematics using the Istation program. All students will be assessed three times annually (September, January, and April). Students in tiers 2 and 3 will be progress monitored monthly during their intervention classes (e.g., Studies Skills, English Fundamentals, Math Fundamentals, etc.).</p>	<p>The ISIP Reading and iReady Math assessments are research-based and provide evidence of individual student achievement related to the Idaho Core Standards. When regularly progress monitored, students can demonstrate growth in essential skills. The associated intervention curriculum in Istation is adapted to meet the individual student needs identified through the assessments.</p>	<p>Classroom teachers and members of the school leadership team will review the achievement data on a regular basis and modify the program as needed to increase student achievement.</p>
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Need
2

Need Description:

SFJ needs to increase student achievement in mathematics as measured by the ISAT test results.

SMART Goal:

SFJ will demonstrate student proficiency (pass rate) by increasing the percent of students in grade 8 who score proficient or advanced on the Mathematics (MA) ISAT from 26% (2021) to 40% (2022) by 06/01/2021 as measured by the results of the spring administration of the ISAT.



Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <i>Please include a detailed description of who is going to do what, where, when and people involved.</i>	What evidence level of criteria does this strategy meet?	How the intervention meets the definition of "Evidence Based"	Describe how the intervention will be monitored and evaluated for effectiveness.	Remove
2-1	<p>Implement benchmark and progress monitoring assessments for ELA and mathematics using the Istation program. All students will be assessed three times annually (September, January, and April). Students in tiers 2 and 3 will be progress monitored monthly during their intervention classes (e.g.,</p>	Strong Evidence ▼	<p>The ISIP Reading and iReady Math assessments are research-based and provide evidence of individual student achievement related to the Idaho Core Standards. When regularly progress</p>	<p>Classroom teachers and members of the school leadership team will review the achievement data on a regular basis</p>	<input type="checkbox"/>

	Study Hall, Studies Skills, Math Fundamentals, etc.).		monitored, students can demonstrate growth in essential skills. The associated intervention curriculum in Istation is adapted to meet the individual student needs identified through the assessments.	and modify the program as needed to increase student achievement.	
2-2	Administer ISAT Interim Block assessments in ELA and mathematics to provide students with a better understanding of the content and context of the ISAT summative assessments.	Moderate Evidence ▾	<p>In schools across the state where all students are given the opportunity to take one or more ISAT Interim Block assessments, the percent of students who achieve proficiency are consistently at or above the state averages in both ELA and mathematics. The block assessments have not been used in SFJ in the past. Consequently, teachers and students have expressed a lack of motivation when taking the ISAT due in part to not understanding exactly how to take the tests and use the available tools (context). Students also have explained that they often do not understand how to strategically analyze questions to determine what is being asked (content). By providing direct practice and explicit instruction related to the ISAT Interim Block assessments,</p>	Classroom teachers and members of the school leadership team will review the achievement data on a regular basis and modify the program as needed to increase student achievement.	<input type="checkbox"/>

students can better prepare for the summative assessments, and teachers can align instruction to help students better demonstrate master of the Idaho Core Standards.

2. Identify the resource inequities which are barriers to improving student outcomes.

SFJ will require an annual subscription to Istation (ISIP Reading) and iReady (math) for all students and training for all staff to administer the assessment, access the reports, and interpret the results. A full-time, certified teacher will be tasked with teaching the Study Hall classes, during which the students will working individually or in small groups with the teacher or work on Istation, Ready Math, Imagine Math, Moby Max, and/or Plato, depending on their individual needs.

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.

<http://sd215sfjh.ss4.sharpschool.com/>

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

The SFJ leadership team will review the progress on the Schoolwide Improvement Plan (SWIP) on an annual basis at the beginning of the school year to determine whether the goals for the prior year have been met. The needs assessment will be reviewed by the team to determine if additional goals need to be added to address specific needs. The SWIP will be presented to parents during our annual parent meeting that is typically held during parent-teacher conferences prior to student registration in the spring. During this meeting, parents will be asked for feedback and suggestions for improving our school. These results will be included in the SWIP for the subsequent school year.

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.