

PRIEST RIVER LAMANNA HIGH (0048)

Submitted by: susieluckey@sd83.org at 12/4/2023 11:56:44 AM

Note: All tabs must be activated before they will print

Stake Holders

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

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

Stakeholder Name	Position	Email Address	Remove
Matt George	Principal	mattgeorge@sd83.org	<input type="checkbox"/>
Tommy Hansen	Social Studies	tommyhansen@sd83.org	<input type="checkbox"/>
Kim Colombini	Science	kimcolombini@sd83.org	<input type="checkbox"/>
Nicole Anderson	Math	nicoleanderson@sd83.org	<input type="checkbox"/>
Janice Mitchell	Counselor	janicemitchel@sd83.org	<input type="checkbox"/>
Matt Hansen	Shop	matthansen@sd83.org	<input type="checkbox"/>
Rebecca Chaney	Art Teacher	rebeccachaney@sd83.org	<input type="checkbox"/>
Libbi Barrett	Capacity Builder	libbibarrett222@gmail.com	<input type="checkbox"/>
Nicole Snow	Classified Staff	nicolesnow@sd83.org	<input type="checkbox"/>
Student Council /ASB	class and ASB officers	(11 members)	<input type="checkbox"/>
Parent Advisory Site Council	Tiffany Storro	storrofamily@gmail.com	<input type="checkbox"/>

Needs Assessment

School Leadership Team

Strengths: School Leadership team - The Priest River Lamanna High School Leadership Team is composed of administrators, counselors, and new and tenured staff, representing each department. The team meets 1-2 times monthly with the principal acting as chair. The agendas are set at the previous meeting. The staff understands that they may give suggestions to the chair. Team communication is done through emails, shared documents, and personal conversations. Department representatives then share the Leadership Team Meeting agenda and any pertinent information at weekly department meetings. The Leadership is successful due in part to strong team chemistry and a collaborative work standard. All team member's views or input are valued in decision-making. The Team reviews norms each week. It is understood that some decisions are made by the Team and other decisions are made by the administration with Leadership team input.

Challenges: Many of the members are new to

BLT this year. A few are new to the building. The administrative team has ensured that all members have no extra-curricular activities that will interfere with regular attendance. A second hurdle will be the 4 day week with the district only allocating 1 day a month for meetings, BLT will have to find time and resources to meet outside of contract time.

Opportunities for Growth: Per the Leadership Rubric, the Leadership Team is interested in growing leadership skills and seeks professional development opportunities for BLT. The leadership team strives to use data in meaningful ways. Substitutes or stipends for bi-monthly meetings would be important so the entire staff could work during the contract day or after contract time ensuring all members would be in attendance.

School and Community

Strengths: The community of Priest River is located on the banks of the Pend Oreille River approximately 80 miles from the Canadian border. The housing market is a good value when compared regionally, with rising socio-economic status Priest River's main employers are the public school system and the local timber mills. The timber industry has struggled to force several mills to shut down. While there are mills still in production, this trend has greatly impacted the community. 15% of the student population receives special education services. 24% of students qualify for free and reduced lunch. The student population is 88.2 % White, % Hispanic. 3.8 % of teachers are teaching outside of their content area.

Priest River Lamanna High School is proud of its strong core of long-term or retained staff. In 2022, 76% of the teachers returned to work. The school has established a strong mentoring program that supports the smooth transition of younger students to high school. A parent advisory committee has been established so that the school can solicit stakeholder feedback and input from the community. The PRLHS student advisory council has organized to give the building principal input and ideas for success in the areas of behavior, academics, and school spirit.

Challenges: Failing of the 2022 levy, significant staff turnover year-over-year, limited focus on secondary level mentoring, increasing property values, and limited housing, new school board

dynamics, school board communication, lack of school district protocols, moving to a 4-day school week, and turmoil in the school board and district office have made it difficult for PRLHS to find solid ground to build on.

Opportunities for Growth: Priest River Lamanna High School offers an on-campus mentoring program (Shield and Spear) for Freshmen, has developed The Spartan Way that aligns with the Keys of Excellence in Quantum Learning, and has a diverse and well-rounded staff ready to take on any challenge.

Academic Achievement

ELA Results:

Grade Tested

2021 Proficiency Rates

2022 Proficiency Rates

2023 Proficiency Rates

10

44.4%

40%

45.6%

Math Results:

Grade Tested

2021 Proficiency Rates

2022 Proficiency Rates

2023 Proficiency Rates

10

31.7%

21.5%

21.4%

Science Results:

Grade Tested

2021 Proficiency Rates

2022 Proficiency Rates

2023 Proficiency Rates

11

na

43.4%

35.3%

Graduation Rate:

Graduation Rate

2020 Graduation Rates

2021 Graduation Rates

2022 Graduation Rates

2023 Graduation

District

76.7%
63.3%
65.6

State
80.7%
82.1%
80.1%
State 79.7%

Strengths: The West Bonner County School Board and Superintendent have increased focus on ISAT results. Departments have engaged with ISAT Interim assessments and are looking at data. The district has purchased Edulastic as a progress monitoring tool that aligns to state standards. Math and ELA teachers have been working with instructional coaches from IBC on development of a viable and sustainable curriculum that is aligned with state standards. Quantum Learning training has already made a positive impact in classrooms.

Challenges: Absenteeism impacts student achievement. Staff members feel students have a lack of motivation for the ISAT. PRLHS has experienced a high level of turnover in ELA and Math staff. 2 ELA and all 3 math teachers are new to the district.

Opportunities for Growth: Create a rewards program that incentivizes students to do their best and improve their scores on the ISAT along with attendance incentive program. With high turnover in the District, the recruitment and retention of staff is an opportunity for growth. The WBCSD Board is reconsidering a retention policy. The school has plans for progress monitoring using Edulastic. Students are encouraged to take an online and dual credit class during their tenure at PRLHS.

Student Learning Needs

Strengths: PRLHS has implemented an RTI process and handbook to support students who are identified. We print weekly F and D lists and meet weekly to monitor student grades, and discuss and plan interventions. Interventions to include extended time, additional support, shortened assignments, preferred seating and other Tier 1 and 2 interventions.

Challenges: Chronic absenteeism impacts student achievement. The RTI team is only scheduled to

meet 1 Friday a month. Many of the students struggling do not complete or hand in assignments, making it difficult to determine what areas they are struggling in. The communication between high school and feeder schools on student needs is infrequent.

Opportunities for Growth: The RTI team would benefit greatly from a consistent and regularly held meeting schedule. PRLHS is considering purchasing IXL as a diagnostic tool making interventions more targeted and prescribed for each learner. The communication between the Junior High School and High school is an area of improvement and is currently being established.

Core Curriculum

English

Collections,

Math

Big Ideas Algebra I&II, Big Ideas Geometry, PreCalculus-Graphical Numerical, Algebraic by Demana-Brock; MathAndYou:Power & Use of Mathematics (for Applied Mathematics)

History

Instructor created curriculum aligned with state approved textbooks and standards

Science

9th - Earth Science, 10th - Biology, 11th - Physical Science All with Biozone

Strengths: The majority of the classrooms have strong participation and discussions. PRLHS has retained and recruited highly-qualified teachers. We have good departmental communication and collaboration. We have a good scope and sequence format for our curriculum. Common prep for departments. RTI sections for ELA, Math, and now Science. The history department selected new textbooks purchased recently. All Curricular materials are researched and evidenced-based and are on the state-adopted list. Scope and sequence, essential standards aligned to state standards, pacing guides, and pre- and post-tests have been developed and implemented in every course offered. Cadres for Math, ELA and Science. Instructional coaches have been meeting with ELA and Math departments to continue curricular work and help teachers be more prescriptive in curricular design.

Challenges: Students' math and ELA skill levels leave them unprepared for high school. There is no alternative accredited class for students who do not perform well on the prerequisite skills

assessment for Math and ELA. The ELA Textbooks are outdated and missed a purchasing cycle. The new science textbooks are substandard due to science content errors and typos. There is a lack of support materials in the District.

Opportunities for Growth: Following state code requiring students to be proficient in 8th grade math before being allowed to enter the 9th grade. We plan to use Edulastic for progress monitoring all students. Adding a clear structure to our RTI classes and providing MTSS/RTI training for educators would enhance our understanding of the MTSS process. It is imperative we begin the work of vertical alignment K-12 on behalf of our teachers and in service of our students.

Strengths: Most staff facilitate entry tasks/bell ringers every day as they begin the instruction. Teachers are responsive to student work and incorporate re-teaching based on incorrect answers on test/quiz problems. Staff gather data from formative assessments such as chapter tests/quizzes. Students are in mixed groups by rows usually, and seating changes at least by quarter to facilitate varied interactions among students. Core classroom instruction consists of a variety of diverse activities engaging visual, auditory, and kinesthetic learners.

Challenges: Determining whether the curriculum is too challenging or not challenging enough so that low-skilled students are not frustrated and higher-skilled students are not bored. Engagement of students whose cognitive and behavioral abilities due to environmental circumstances are outside of schools control. Creation of a master schedule on a 4 day week that maintains rich elective opportunities.

Opportunities for Growth: Secure and use practice problems for representative math, ELA, and science problems from the ISAT. Strive for curriculum alignment with the junior high school. Perhaps reinstate Saturday school (or Friday) for extra support. High school schedules change to the four day week to attract and retain classified and certified staff.

Core Instruction

Alignment of teaching and Learning

Strengths: The teachers have good collaboration within the high school grades per subject area. Grade level PLC meetings to discuss “what is working or not working on classroom management, learning styles, etc. Common preps

for departments to meet at least once per week.

Challenges: There is limited time provided to meet with the junior high school teachers for curriculum alignment on Fridays once a month. The district content cadres in past years have been mostly elementary grade-level focused, but cadres did not meet all of last year or so far this year.

Opportunities for Growth: Fridays once a month can be utilized for curricular work and alignment with Junior High and elementary teachers. District schedule change will allow for vertical alignment on non-school work days. The Principal of PRLHS has utilized math and ELA coaches from Idaho Building Capacity in concert with the Curriculum Director to establish vertically align standards in Math and ELA. The IBC coaches also collaborate with teachers on best instructional practices.

Universal Screening

Strengths: All grades 9-11 are screened with the Edulastic benchmarking to identify students at risk based on percentile scores. All students in all classes are given a PreSkills Assessment at the beginning of the school year to help with placement decisions. Science, math, and ELA classes do winter interim assessments in preparation for the ISAT as Juniors. Elective courses are exploratory in nature with progressive pathways leading to capstone courses. Every teacher's individual growth goals will include ELA and Math goals as part of their evaluation process.

Challenges: Teachers are not being informed of follow-up results or decisions made based on the RTI process when particular students have been referred for intervention. Students are placed in RTI Math/ELA/science due to students' behavior issues, including students' lack of turning in any work in the regular classrooms – it seems misunderstood as needing RTI rather than lack of student participation. Staffing limits the number of available electives offered during any given period, forcing some students into courses they do not want.

Opportunities for Growth: Verify that students who do not pass the PreSkills Assessment are moved to a lower-level course. Re-evaluate RTI student placement. Obtain a person to assist in RTI to work with 1:1 or small group reteaching of basic skills. Screening of all new students for

ability levels and placement into appropriate courses regardless of transfer grades. PRLHS is considering purchase of IXL to assist in diagnosing students' needs, areas of strength, areas of weakness, and prescribing assistance in areas of weakness.

Strengths: Academic interventions are provided with RTI Math, ELA, and science, Special Education, and/or Algebra 1A/1B by certified teachers daily Algebra 1A/1B classes are a reteaching of first-year-Algebra. District and school RTI handbooks include procedures and protocols for RTI processes for interventions related to academic and behavioral.

Challenges: Some students require small-group or 1:1 instruction. The RTI classes have yet to be effectively implemented due to lack of consistency of implementation of RTI processes and procedures caused by staff turnover.

Opportunities for Growth: Edulastic benchmark scores and ISAT interim assessments in science will be used to determine areas of instruction needing to be revisited for students' learning. RTI training for all staff members and monthly meetings. Grade level RTI referrals. ELA and science are developing RTI processes. IXL could provide adaptive diagnostic, instructional, and assessment tools for the RTI curriculum.

Tiered Instruction and Academic Interventions

Strengths: PRLHS has used the master schedule to embed RTI Math, English and Science classes. Curriculum is being developed for all courses. PRLHS also offered Dual Credit, IDLA, School within a School Program (alternative program) courses available.

Challenges: Attendance impedes student achievement. The 4 day week reduces the number of days students will receive instruction in each class. Due to our rural location, we have limited advanced opportunities, especially for seniors.

Opportunities for Growth: Need to reconstruct the curriculum to meet the needs of kids during a 4-Day week. Increase advanced opportunities for seniors through dual credit, AP, or other avenues.

Learning Time

Non-Academic Student Needs

Strengths: PRLHS has a Neer Peer/ GEAR UP coordinator who supports the mentoring program.

PRLHS also employs a Behavior Interventionist to reduce the number of and amount of time students are suspended from school due to behavior. We have designed and implemented a school-within-a-school program for students wanting an alternative environment that ensures academic success. GEAR-UP program for college and career readiness cohorts for 11th and 12th-grade students. Many co-curricular activities include students from feeder schools. Extracurricular activities allow students to be involved in youth programs. Athletic practices begin during the last hour of the school day, allowing more students to participate and also receive PE credits for each sport season they complete.

Challenges: Priest River Lamanna High School has 1 counselor for 280 high school students that is also responsible for all counseling duties at the junior high.. There is a lack of local resources for outside mental health counseling. A large number of students are living in a “crisis”. There is a large percentage of McKinney-Vento students “couch surfing” with no group home/safe house in the community. We are unable to fill a 1 on 1 support position needed for all special needs students. There is no funding for an after-school activity bus for students to participate in extracurricular activities, tutoring, co-curricular activities, and/or clubs within the school. Communication with families that for various reasons do not want to be disturbed.

Opportunities for Growth: We are in need of an additional counselor. Full implementation of a student mentor program for freshmen/seniors (Shield and Spear) has just started. After-school activity bus for students to participate in extracurricular activities, tutoring, co-curricular activities, and/or clubs within the school. Electronic reader board in school and in front of the school. Explore the use of social media to communicate with parents and students.

Well-rounded Education

Strengths: Students are encouraged or provided a wide variety of CTE courses and pathways, Dual credit opportunities
Sculpture, drawing - fine arts
Performing arts, piano, drama
Rock band and clubs, and ensemble after school
Advanced PE and weight training, forensic science, and conspiracy theory courses

Challenges: Supplies and materials for courses, extra rooms, funding, recently failed levy has created a huge financial issue. School board and political “drama” has started to impact daily operations of the school.

Opportunities for Growth: As WBCSD shifts to a 4-day week, a new schedule will allow for additional opportunities, a fluid RTI system of interventions, and opportunities to design electives with high student interest. Develop intentional pathways in all content areas (ex: ELA, ART, MATH, SCIENCE pathways). Addition of Family Consumer Science pathway.

Strengths: PRLHS offers dual credit courses through North Idaho College, NNU, and U of I. Field trips to post-secondary education institutions, CCC, Gear up, CTE offers a business pathway that is approved by the state. Advanced Placement is encouraged at the Junior High level and the high school counselor works with high school students to use these funds to best meet their needs.

Additional Opportunities For Learning

Challenges: On-campus courses are not available to PRLHS students due to the remote location. Lab-based courses are often difficult to take online. Students who qualify are not interested in advanced opportunities.

Opportunities for Growth: Forestry program grant application approval would allow for building of a robust forestry program with more industry specific certifications offered to our students.

School Transitions

Strengths: PRLHS has implemented a “step up day” for 8th graders to visit the high school in the Spring (run by student government) to support the 9th-grade transition. The PRLHS counselor is shared with the junior high, allowing for better communication with the high school and development/implementation of students' 5 year plans. The counselor also assists 8th graders in scheduling their 9th-grade classes. Back to school night/Freshman orientation each Fall for all new students.

Challenges: A second counselor is a high priority. Pre-high school skills are not guaranteed by feeder schools.

Opportunities for Growth: Increased and more effective communication between all feeder

schools. Extending the mentoring program to 8th grade each Spring. Vertically aligning curriculum K-12.

Professional Development

Strengths: The Leadership Team sets the agenda for PLC teams.. The master schedule is designed so that departments have common preps. Norms and protocols are well-established and effective. PLC agendas are sent out a month in advance. PLC work is directly related to and designed around student achievement.

Challenges: Professional development is guided at building level with little direction from the district level. There is no PLC time built into contract times, all PLC work is done 1 Friday a month.

Lack of vertical alignment in all areas.

Opportunities for Growth: Clarity between the District level and Building level. Opportunities for staff activities to improve camaraderie. Cross-curricular planning/ integration of other subjects into lessons.

Family and Community Engagement

Strengths: Three CCCs (Community Concern forums), Parent Teacher Conferences twice a year, Senior Project Exhibition Night, Open House, FAFSA, Awards Night, Gear Up Parent Education and Engagement Nights,

Challenges: The school website is not accessible for editing by staff. We do not promote the great things we do.

Opportunities for Growth: Planning social media “blasts” about the positive things happening at PRLHS. A monthly “newsletter” from principal. Using a showcase evening to share learning. PRLHS will develop a Parent Advisory Council for feedback. Combining evening events with other departments will increase family involvement (ex: Senior Project Night with FAFSA Night).

Recruitment and Retention of Effective Teachers

Strengths: PRLHS staff is friendly and welcoming to new teachers. PRLHS has a social committee that promotes social events and interactions between all staff members. There is a strong core group of veteran teachers that have stayed despite a failed levy and budget cuts. IBC coaches have been directed to assist new teachers in lesson planning and mentoring as needed in the areas of ELA and Math.

Challenges: The level of pay and benefits continue to be a challenge. Housing availability is a disadvantage for many. Because Priest River borders Washington State there is inherent competition with neighboring states. WBCSD failed to pass the last levy, causing a high turnover in staff this year.

Opportunities for Growth: Staff have voiced an interest in opportunities that create connection. For example, having staff meals and other activities on work days would help build community. Pay is increasing from state and district and a goal of filling all open positions would be areas for growth opportunities. We know that a sustained , healthy and positive culture will result in the recruitment and retention of talented staff so we will continue to work on culture, climate and mentoring for new teachers. Professional Development is offered to all teachers in the area of student engagement and the building leadership team will attend the PLC Institute to support this team in the work of school improvement.

The district federal programs director ensures that compliance guidelines and timelines are met for all applicable programs. The PRLHS Title Program at the secondary level is new this year and the focus is on student intervention with the goal of positive student outcomes and ensuring professional development that supports student success in achievement. Historically, Title funds have been used by K-5 with a focus on early literacy and family engagement. In the past Title Funds have been used to support the hiring of staff, training and the purchasing of supplemental reading materials as well as a strong outreach to parents on the topic of literacy.

Strengths: West Bonner County now serves students k-6 and 9-12 with Title funds.

Challenges: PRLHS is new to utilizing Title I resources and has little knowledge of what the resources can be utilized for.

Opportunities for Growth: PRLHS can develop a plan to utilize Title I resources to effectively support other areas of the school and community.

Coordination and Integration With Other Programs

Upload Files

Files

- [ISAT](#)
- [Graduation Rate](#)
- [English Learner Progress](#)
- [College/Career Readiness](#)

Math

2022-2023

Advanced Proficient Basic Below Basic

School	3.6 %	17.9 %	21.4 %	57.1 %
District	14.2 %	21.2 %	31.1 %	33.6 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	7.7 %	13.8 %	20.0 %	58.5 %
District	14.3 %	23.8 %	29.4 %	32.5 %
State	20.0 %	22.7 %	27.2 %	30.1 %

2020-2021

Advanced Proficient Basic Below Basic

School	7.9 %	23.8 %	23.8 %	44.4 %
District	13.1 %	23.5 %	28.9 %	34.5 %
State	18.1 %	22.2 %	28.2 %	31.5 %

ELA

2022-2023

Advanced Proficient Basic Below Basic

School	15.8 %	29.8 %	28.1 %	26.3 %
District	15.5 %	31.1 %	25.9 %	27.5 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	13.8 %	26.2 %	26.2 %	33.8 %
District	17.4 %	34.9 %	23.2 %	24.5 %
State	23.9 %	31.6 %	22.5 %	22.0 %

2020-2021

Advanced Proficient Basic Below Basic

School	14.3 %	30.2 %	27.0 %	28.6 %
District	18.9 %	35.1 %	24.3 %	21.8 %
State	21.9 %	32.6 %	23.5 %	22.1 %

Science

2022-2023

Advanced Proficient Basic Below Basic

School	2.0 %	33.3 %	37.3 %	27.5 %
District	11.3 %	37.4 %	33.8 %	17.6 %
State	9.4 %	32.2 %	34.5 %	23.9 %

2021-2022

Advanced Proficient Basic Below Basic

School	5.7 %	37.7 %	30.2 %	26.4 %
District	8.6 %	34.4 %	34.0 %	23.0 %
State	8.8 %	32.6 %	36.0 %	22.6 %

2020-2021

Advanced Proficient Basic Below Basic

School	0.0 %	0.0 %	0.0 %	0.0 %
District	0.0 %	0.0 %	0.0 %	0.0 %
State	0.0 %	0.0 %	0.0 %	0.0 %

2021-2022

Four-Year Graduation Rate

School	65.6 %
District	65.6 %
State	79.9 %

2020-2021

Four-Year Graduation Rate

School	63.3 %
District	63.3 %
State	80.1 %

2019-2020

Four-Year Graduation Rate

School	76.7 %
District	76.7 %
State	82.1 %

EL Proficiency

2022-2023

Percent of EL Students Reaching Proficiency

School	0.0 %
District	0.0 %
State	8.7 %

2021-2022

Percent of EL Students Reaching Proficiency

School	0.0 %
District	0.0 %
State	10.0 %

2020-2021

Percent of EL Students Reaching Proficiency

School	0.0 %
District	0.0 %
State	10.1 %

EL Progress

2022-2023

Percent of EL Students Making Progress

School	0.0 %
District	0.0 %

State	55.9 %
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2021-2022

Percent of EL Students Making Progress

School	100.0 %
District	100.0 %
State	50.5 %

2020-2021

Percent of EL Students Making Progress

School	100.0 %
District	100.0 %
State	48.1 %

2022-2023

Participation in College and Career Readiness Courses

School	52.0 %
District	52.0 %
State	80.4 %

2021-2022

Participation in College and Career Readiness Courses

School	50.0 %
District	50.0 %
State	80.0 %

2020-2021

Participation in College and Career Readiness Courses

School	48.9 %
District	48.9 %
State	81.5 %

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: susieluckey@sd83.org at 12/4/2023 11:56:44 AM