

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
Kerie Kushlan	K-8 PE/Health Teacher	kerie@cascadeschools.org	<input type="checkbox"/>
Katherine Christy	High School English Teacher	katherine@cascadeschools.org	<input type="checkbox"/>
Melanie Munson	Middle School Math Teacher & Math Instructional Coach	melanie@cascadeschools.org	<input type="checkbox"/>
Lindsay Anthony	Principal	lindsay@cascadeschools.org	<input type="checkbox"/>
Michelle Weirum	Elementary Teacher	michellew@cascadeschools.org	<input type="checkbox"/>
Susan Velikoff	Special Education Teacher	susan@cascadeschools.org	<input type="checkbox"/>
Natalie Taylor	Parent & Paraprofessional	natalie@cascadeschools.org	<input type="checkbox"/>
Joni Stevenson	Superintendent	joni@cascadeschools.org	<input type="checkbox"/>

Needs Assessment

School Leadership Team	The school leadership (BLT) team consists of strategically selected team members that each represent a sub section of the rest of the Cascade Schools Staff. The BLT meets every week for an hour for the first half of the school year, then meets every other week for an hour. The BLT has a calendar of meeting topics for the year created in advance that outlines the data to be reviewed and plan for PLC work for the rest of the school staff. (See 2022-23 BLT meeting topics attachment)
School and Community	The school staff has had significant turn-over in the past five years; Cascade has hired 18 certified teachers, a school counselor, an instructional coach, two new athletic directors, 2 new business managers, a transportation director, a District administrative assistant, and child nutrition programs director, an afterschool program staff, and three new District Superintendents. The school board has had 2 board members turn over in the past two years, with minimal adverse affect on the school or community at this time. The school administration has made a diligent effort to reach our community better by sending out weekly family emails and holding monthly meetings called "School Talks" to inform families about up and coming changes as well as answer

	<p>questions that community and families have, and implementing a Parent Advisory Committee (PAC) that meets monthly to review school plans and guide school administration better.</p>
Academic Achievement	<p>Cascade graduated out of a CSI-up school in the Middle school grades for ELA and Math. Cascade Schools has met and exceeded the goals that were set in the previous year's School Wide Improvement Plan - while working through a global pandemic. Cascade Schools is outperforming the State of Idaho in multiple grade levels and content areas at this time. Our NWEA MAP data correlates very closely with that we are seeing in the ISAT/SBAC data. Cascade outperforms the State of Idaho in nearly all subject areas in nearly all grade levels.</p>
Student Learning Needs	<p>Cascade School Staff analyzes student data three times a year to determine student learning needs. Each staff member in attendance works through the data and creates an action plan for the area of work that they are responsible for. They create an action plan based on that data and the action plan is monitored by our Instructional coach and Building principal. Our CORE teachers meet with the Instructional Coach and Principal every week to look at student data and make adjustments to instruction if needed. Students in grades 6-10 are scheduled into Math Lab class if they score Below Basic on the ISAT or below the 45%ile on the NWEA MAP test. ELA classes grades 6-10 have built-in Tier 2 instruction that is tailored to each student depending on the progress monitoring tool provided in the ELA curriculum. (See Math Lab parent letter attachment)</p>
Core Curriculum	<p>Core instruction is regularly monitored by the instructional coach and the lead evaluator. Teachers meet with the instructional coach every week to look at most current student data from state assessments , interims, or curricular assessments. During these meetings, student groups and goals are created to provide targeted instruction during the District mandated Tier 2 instruction time in the schedule. (See Cascade Core Tier Expectations attachment)</p>
Core Instruction	<p>Differentiation groups are continually identified Para pros are pulled in areas of need Schedules are changed to meet needs through the year (math labs, SPED Pre/Post tests, Isations MAP Concept boards used /Exit tickets 2 High ? Curriculums (3 science) ELA and Math Lab IRLA leveling/ Sipps Imagine Learning</p>

	<p>Incentives to improve to be able to attend electives</p> <p>SICA and ISAT data</p>
Alignment of teaching and Learning	<p>Common rubrics for writing expectations</p> <p>Sentence stems from priority target</p> <p>ELA collaboration= 100%, incorporate common criteria with Math</p> <p>Collaboration in PLC meetings across content areas</p> <p>Electives can only collaborate so much</p> <p>Curriculum is great (Eureka Math 3-HS</p> <p>Data team meetings</p> <p>PLC- Elementary and Secondary</p> <p>Need more vertical alignment between J.H./H.S ELA to get dual credit</p> <p>Cascade has a K-12 aligned math curriculum and a K-12 aligned ELA curriculum. Both curricula are monitored for fidelity by the instructional coach and lead evaluator to ensure consistency. All teachers are monitored regularly for their instruction using the Danielson Framework for Teaching Framework. Danielson data is collected three times a year (at a minimum) and is used to provide professional development to teachers in the areas of need. Teachers meet weekly in PLCs to discuss student data and alignment of the curriculum. (See Danielson Data attachment)</p>
Universal Screening	<p>All students grades K-10 take the NWEA MAP growth test 3 times a year to assist us in determining where extra support is needed. Kindergarten students are screened at registration annually. Teachers use formative assessment in ELA and Math daily to determine the needs for that day's Tier 2 instruction.</p>
Tiered Instruction and Academic Interventions	<p>Cascade Schools has 90 minutes of core instruction (Math and ELA) and a mandatory 30 minute Tier 2 core instruction every day for grades K-5. Grades 6-10 has a 55 minute Tier 1 math block and a 55 minute Tier 2 math block for those students that are Below Basic on the ISAT OR below the 45%ile on the NWEA MAP test. Grades 6-10 for ELA have a 110 minute ELA block daily that encompasses both Tier 1 and Tier 2 instruction. (See Elementary and Secondary 20/21 master schedule attachments)</p>
Learning Time	<p>Cascade has a Four day school week with a 7 period school day, with 60 minute periods. The master schedule is designed to provide intervention to those that show the need. Summer school is currently not part of Cascade's process for improvement. (See master schedule attachment)</p>
Non-Academic Student Needs	<p>The school has a Response to Intervention Team structure in place to assess the individual needs of students to determine what student needs should be addressed. Cascade is focusing on this area heavily this year to</p>

	<p>continue to increase the positive and professional culture of our Schools and District.</p>
Well-rounded Education	<p>FFA Electives Christine- career and college exploration Scheduling conflicts History Science Dual credit Computer tech class Music- flexible choices to include more students and interests PE- lifetime fitness Art-Visual Art-commercial art focus with photography. Cascade has a full time K-12 Music, Art, FFA/CTE teacher and. (See schedule for 22-23 school year attachment)</p>
Additional Opportunities For Learning	<p>FFA CTE programs Dual credit English, Chemistry, Biology, Computer Apps College visits Computer classes Christine IEP- High School transition plans Jr. Class College Consortium visit annually IDLA to expose to additional courses Cascade hired an FFA/Agricultural Mechanics teacher. The school administrative team works together to tailor post secondary opportunity exposure to the current Junior and Seniors in the school. The team brings in University, College, Military, Vocational Technical, Internship and Apprenticeship recruiters based on what the students are interested in.</p>
School Transitions	<p>Kindergarten Meet up Graduations Assessments Tours Transitional plans of the IEP's Freshman Orientation 5th grade set-up Data teams to monitor module, assessment, etc. Provides student support academically PLC with HS/MS to monitor transition Work with students in art to build character as well as instruct them on responsibility as well. We have a PreSchool in our school that offers free programming to all 4 year old students starting the 2020-21 school year and free to all 3 year olds that qualify. The PreSchool program uses the same math curriculum and</p>

	<p>ELA progress monitoring tools as the rest of the school.</p> <p>Curriculum is the same for all grade levels so the transition is easier curriculum-wise. The school principal and nurse work with the 5th grade class to have them "shadow" a 6th grader near the end of the year, she also holds regular meetings with the incoming 6th graders to help them learn organization and transition skills. The same process works for our Middle school to High School transition.</p>
Professional Development	<p>Regular PLC meeting with notes in shared folder</p> <p>Collaboration with teachers who teach similar subjects</p> <p>Continuing ED reimbursement programs</p> <p>Data walks</p> <p>PLC are improving</p> <p>Certified/Para Mant TRaining</p> <p>Training from curriculum companies</p> <p>Professional development is embedded in the daily work that occurs and is run through mostly our instructional coach. The Instructional coach provides regular training for new to Cascade teachers, every week then every other week after the first three months. The lead evaluator takes baseline data every Fall and Winter to determine the needs of the staff, then PD is embedded into PLC times based off of that data.</p>
Family and Community Engagement	<p>Website</p> <p>Facebook</p> <p>Classroom Newsletters/ Principal Newsletter</p> <p>Parent Teacher conferences</p> <p>Family Events</p> <p>Art website</p> <p>Student Instagram (ASB run)</p> <p>Teachers reaching out to parents</p> <p>Email</p> <p>Parent Volunteers</p> <p>Cascade sends weekly emails to all Cascade families as well as holds monthly Parent Advisory Committee (PAC) meetings to address upcoming changes and answer questions. Families are involved in nearly all student decisions with anything from scheduling to behaviors. Our staff works hard to over communicate with families and has made great progress in this area. (See Weekly parent Newsletter sample)</p>
Recruitment and Retention of Effective Teachers	<p>Small class size</p> <p>Attending recruiting/ college fairs</p> <p>Some housing</p> <p>Good colleague relationships</p> <p>Reach to universities to recruit as needed</p> <p>Conversation regarding affordability of this housing on a 1 year contract</p> <p>We currently have two teachers on the Alternate Route to</p>

	certification for teaching, the rest hold certificates for the area that they teach. Cascade implemented an incentive for early notification of leave for certified staff, this has allowed Cascade to open positions to the upcoming school year in a timely manner and provided the opportunity to recruit teachers.
Coordination and Integration With Other Programs	Cascade Schools coordinates programs with others very well, often times the federal programs support one another in the programming and efforts to coordinate. We meet up with our afterschool programming and coordinate together. We have also been in conversation with local Head Start to begin the conversation of having a center on our campus. We have also committed to becoming a Community School and are proud of our ability to connect with outside resources and programming. Our Title and CSI programs are completely in line with Cascade's 5 year strategic plan. Everything we do at Cascade Schools is in line with the Strategic plan. (See Strategic Plan attachment)

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	Need Description: Cascade needs a high functioning leadership team that utilizes current data to make decisions for our K-12 setting.		SMART Goal: Cascade School District will have an operational building leadership team (BLT) with an overall average score of 26 points by the end of next school year as measured by the Implementation Rubric for Leadership Teams.		<input type="checkbox"/> 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.	<input type="checkbox"/> Remove
1-1	The BLT will use a process for Self-evaluation of the BLT using the leadership team implementation rubric. Each member of the BLT will complete a self evaluation at the second meeting, the end of	Strong Evidence ▼	John Hattie Effect sizes: Evaluation & Reflection = 0.75, Setting Standards for self judgment = 0.62	The BLT will review self evaluation overall ratings and identify any needs during each self-check to continue growing as a team.	<input type="checkbox"/>

	<p>Semester 1, and end of the school year. Results from the year end evaluation will be used to plan forward for a summer book study. John Hattie Effect sizes: Evaluation & Reflection = 0.75, Setting Standards for self judgment = 0.62</p>				
1-2	<p>Cascade District will create structures including an annual calendar of monthly 2 hour collaboration for the LT by August of current school year and every year thereafter.</p>	Strong Evidence ▼	<p>John Hattie Effect Size: Collective Teacher Efficacy: 1.52. According to Corwin Connect to build efficacy school must: #1. Create Structures and Processes for Teachers to Engage in Meaningful Collaboration #2. Promote Teacher Leadership and Extend Teachers' Decision-Making Power #3. Build Awareness That Collective Efficacy Exists and that it is the Number One Factor that Influences Student Achievement</p>	<p>An annual calendar will be submitted to the Superintendent each year. Agenda's and notes will be archived via google docs for reference.</p>	<input type="checkbox"/>
1-3	<p>Individual Data teams and PLC teams will use a process to self evaluate effective practices utilizing a team agreed upon implementation rubric. Each member of the team will complete a self evaluation at the second meeting, the end of Semester 1, and the end of the school year. Results from the year end evaluation will be used to plan forward.</p>	Strong Evidence ▼	<p>John Hattie Effect sizes: Evaluation & Reflection = 0.75, Setting Standards for self judgment = 0.62</p>	<p>The Individual data teams and PLCs will review self evaluation overall ratings and identify any needs during each self-check to continue growing as a team.</p>	<input type="checkbox"/>

Need Description:

53% of Cascade Students are not proficient in the area of English and Language Arts in 3rd-5th grade. 34% of Cascade Students are not proficient in the area of English and Language Arts in 6th- 12th grade. 52% of Cascade Students are not proficient in the area of Math in 3rd-5th grade. 37% of Cascade Students are not proficient in the area of Math in 6th-12th grade. In addition, according to the Idaho Trajectory tool, only 71% ELA and 62% Math of students met their projected proficiencies for the 2022-23 school year. Cascade schools need to increase overall student achievement and growth in ELA and MATH. In addition, Cascade schools need to increase the number of students meeting trajectory growth rates.

SMART Goal:

Academic SMART GOAL 1 - 75% of all Cascade Students will meet their expected growth target in ELA as calculated by the Idaho Trajectory tool for the 2023-24 school year. Proficiency rates in ELA school wide will improve at minimum from 64% to 72% by Spring 2024.

Academic SMART GOAL 2 - 75% of all Cascade Students will meet their expected growth target in Math as calculated by the Idaho Trajectory tool for the 2023-24 school year. Proficiency percentages in Math school wide will at minimum improve from 68% to 72% by Spring 2024.

☐ 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	Cascade instructional teams will align assessment with the curriculum alignment to include interim assessments by the end of current school year. Instructional and BLT teams will analyze the data throughout the school year and make adjustments as needed. In addition: Administrators and Instructional Coach will increase current teacher feedback/observations specific to fidelity and pacing of the curriculum, in addition to the instructional	Strong Evidence <input type="button" value="v"/>	According to Marzano "One of the factors which may influence scores on an achievement examination is whether or not students have had an opportunity to study a particular topic or learn how to solve a particular type of problem presented by the test." (pp. 162–163) What Works in Schools by Robert J. Marzano. The Framework for Teaching by Danielson is a Research based set of components for improving instruction.	An assessment calendar will be included in the pacing guides (the BLT will monitor completion) while instructional teams will review data consistently as a team and analyze student learning based on the data collected.	<input type="checkbox"/>

feedback interventions below.

2-2

Cascade schools will focus on CORE CURRICULUM needs to support increasing student achievement. WHAT: Teams will identify the essential standards within the curriculum. gaps within what the curriculum provides and what standards should be covered will be addressed to assure ALL students receive a guaranteed and viable curriculum in all grade level content standards. Cascade Schools will create year long curriculum maps connecting their current curriculum to alignment with the Idaho state standards. HOW: this work will be monitored through the evaluation team by completing monthly fidelity checks.

Strong Evidence ▼

The first school-level factor is a "guaranteed and viable curriculum." This is ranked as the first factor, having the most impact on student achievement. according to Hattie and Marzano, 2000a) - What Works in Schools by Robert J. Marzano

BLT members and administrators will attend and participate in the alignment meetings. Guiding documents will be used to assure proper alignment and work will be evaluated alongside the work of Edreports.org to assure all CORE standards are represented within the curriculum maps. Once alignment is completed administration, the instructional coach, and the BLT will monitor fidelity to the Idaho standards/curriculum. Data, such as Interim assessments and curriculum assessments will be collected and analyzed to show student knowledge and assure alignment connects to assessment.



2-3

Cascade District will also focus on CORE INSTRUCTION in order to improve student achievement. Administrators and instructional coach will increase current teacher- feedback specific to classroom instruction, using the Danielson Coaching model. All certified staff will receive a minimum of two classroom observations per month

Strong Evidence ▼

The Framework for Teaching by Danielson is a Research based set of components for improving instruction.

Both principal and instructional coach will review the observation schedule each month during admin collaboration meetings. In addition, Teacher Vitae completion graphs will be reviewed and discussed.



and will be monitored with a shared observation calendar and Teacher Vitae. School Staff will be given Danielson Domain specific professional development 2-3 times during the school year by a certified State Trainer as well once a month training by a credentialed administrator during regularly scheduled weekly PLC time.

Need
3

Need Description:

Cascade Schools need to focus on the Character Development and Social Emotional Needs of our student body. Behavioral data from the last 3 years shows a trend that identifies a need to intervene and create more positive support for students throughout their duration of school at Cascade School District.

SMART Goal:

Goal 1: Acknowledge students for positive behavior character traits on a weekly basis with input from District staff as measured by a weekly count of positive behavior referrals and lists of students recognized each week. The weekly count will at minimum reach 50 percent of students with 100 percent of students having received at least one positive behavior referral every month.

Goal 2: Reduce the number of suspensions from 49 to no more than 36 (or by 25%) out of school and in school from last year to this year as measured by the annual suspension count for the school year.

☐ 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.	<input type="checkbox"/> Remove
3-1	Implement PBIS programming at Cascade School District for the start of the school year. Utilize the PBIS leadership team to monitor the	Strong Evidence <input type="button" value="v"/>	In order for students to access the portions of the brain that are responsible for learning and memory access, they need to feel safe and have their basic needs met. This means that they are able to self	Developed list of District expectations, flowcharts of referrals, RTI pyramid of supports available at Cascade School District, and meeting notes from the development of the work. PBIS Leadership	<input type="checkbox"/>

	effectiveness of the system.	regulate and ask for what they need in a socially appropriate manner when they need it.	Team will monitor available data monthly.
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2. Identify the resource inequities which are barriers to improving student outcomes.

Time to meet as an instructional staff, training, professional development specific to curriculum and interim data use, instructional coaching and support to employ new curriculum and increase feedback specific to instruction in the classroom

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://www.cascadeschools.org/Home/board-of-trustees>

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

Discussion Topics

The LT Meeting organizer in the attachments section gives a timeline for most of the work in the SWIP. The data will be shared on a regular basis. Questions that I anticipate being asked are: How is it going? How do we know? Where do we want to go? How are we going to get there? The LT will use the District expectations for Instruction, Curriculum, Fidelity, etc to assist in making decisions. Please refer to the LT Meeting organizer in the attachments section.

Upload Files

Files

- [Cascade Priority Stnds 22-23 \(Spring Based\).pdf](#)
- [Cascade - Tier 2 Expectations \(14\).pdf](#)
- [Professional Development 23-24.pdf](#)
- [May 28 Staff Newsletter.pdf](#)
- [May 21 Family Newsletter \(2\).pdf](#)
- [23-24 Master Teacher Schedules - Google Sheets.pdf](#)
- [BLT Running agenda 2022-23.pdf](#)

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: joni@cascadeschools.org at 6/23/2023 11:15:13 AM