

ROCKY MOUNTAIN MIDDLE SCHOOL (0219)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

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
Kent Sawyer	Principal	<input type="checkbox"/>
Aloni Celner	Parent	<input type="checkbox"/>
Kolbjorn Skoien	7th grade math teacher	<input type="checkbox"/>
Juan Navarro	ESL Teachers	<input type="checkbox"/>
Cassandra McGillivray	Special Education teacher	<input type="checkbox"/>
Chris Harrison	Parent	<input type="checkbox"/>
Justin Dahlke	Assistant Principal	<input type="checkbox"/>
Albert Jones	Teacher	<input type="checkbox"/>
Scott Thunstrum	Assistant Principal	<input type="checkbox"/>

Needs Assessment

School Leadership Team	The principal is the chair of two different leadership teams. The interdisciplinary team and the guiding coalition meet once a month. At each meeting, an agenda is set that includes current issues of concern as well as following up on issues presented during the previous meeting. When an item is discussed, the team leaders are expected to discuss the issue with their teams and bring the results each discussion to the leadership team meeting for decisions to be made. Once a decision is made, we have a norm to support whatever is decided even if it was not what an individual member initially supported. At this time, formative data has been used by the leadership team in the form of grades as we have collaborated in our efforts to support struggling students. With regard to summative assessment data, we are starting to become proficient at looking at ISAT and STAR data to make schoolwide decisions. In particular, the schoolwide improvement team looked at that data in order to complete this plan.
School and Community	Once again this year the school's overall enrollment grew by over 100 students. This is 50 more students than the five-year average. Our largest subgroups consist of Caucasians at about 78.3% and Hispanic at 17.6%. 18% of the Hispanic

population of students have been identified as having limited English proficiency. 4% of our students have 504 protections. Less than 1% of our students have English Language Plans with 13% of our students with Individualized Education Program. The school now has a new administrative team. With the continued student growth over the past few years, we added a counseling secretary and 10 additional teachers with the inclusion of one and a half new teams and additional elective teachers. This year we were able to hire a new half time teacher for team Jaguar, our mastery-based learning team. In the past three years, the school has worked with the district to acquire more space in the vocational and annex buildings to accommodate the additional teachers and students. Last year we added a modular with 2 classrooms which now houses our orchestra program. This year we had to split one of our large classrooms to accommodate more students in our special education program. With the continued growth in the housing market in our areas, we will continue to see growth in student numbers. The district passed a bond for a new middle school in March or 2018, which will open for the 2021-2022 school year. These increased numbers in students have had an adverse effect on parent pick up, lunch serving, accommodations during our intervention time, and crowding in the hallways. To address crowding in lunch and intervention time, we have assigned more adults to help supervise and restricted where students are able to congregate during lunch. As far as the crowding during passing time, we have required that all students leave their backpacks in their lockers during the school day.

Academic Achievement

During the 2019-2020 school year, for language arts, the overall number of students proficient on the ISAT test grew from 52.4% to 55.9%. For math, the overall number of students proficient on the Math ISAT test grew from 32.8% to 36.8%. Even though these are overall rates are not major jumps we are in hopes that they are a trend that will continue and the student proficiency and growth will continue to improve. The biggest encouragement in academic achievement is that the English language learners have improved enough that they are now under the 35% gap between non-English language learners when it comes to Math growth and proficiency.

Student Learning Needs

After looking at the data from the 2018-2019 school year we feel we are on the right track towards closing the gap between English language learners and their non-English learner peers where it pertains to ELA proficiency. The English language learners having closed the gap from 47% to 38% in ELA proficiency. Although class size is still a concern we believe that by using the interventions that we are using we can eventually get this gap down to below 35%

	<p>by 2020.</p> <p>Students with disabilities</p>
<p>Core Curriculum</p>	<p>The core curriculum for math is Math in Focus, which is research based and is delivered with fidelity. Math in Focus is not being followed in 8th grade. The curriculum dives too quickly too deeply. In 7th grade, it is being used with fidelity. It appears to be too much. For language arts, the core curriculum is based on the language arts teachers collaborative efforts. 7th grade teachers use Scope magazine to support the ISAT preparation. In special education, math in Focus curriculum. Read180 and its format is used for language arts.</p>
<p>Core Instruction</p>	<p>Star testing is our biggest indicator for placement. The 6th grade teachers provide a placement test for math. Quizzes and chapter tests, writing assignments, white board practice, all give indications. In special education, we use Woodcock Johnson, weekly progress monitoring in reading and writing. In math students are leveled by ability. Based on formative assessment during the class period, teacher teams will address the needs of all students by preparing lesson specifically designed to meet the needs of specific students during class and during our intervention time. The class time interventions and intervention time interventions provide opportunities for all students from all subgroups to meet proficiency levels of performance. We have also implemented time each week for students who are greatly behind in their work to get time and support to complete assignments.</p>
<p>Alignment of teaching and Learning</p>	<p>Weekly collaborations across grade level. 8th grade language meet with 7th grade level to discuss what was done the year before. in math, students should expect to have the same learning experience. In language arts, there is a difference based on the dynamics that may be a result of the tracking caused by higher level tracking. With regard to each student being provided a guaranteed and viable curriculum such that we are guaranteeing a level of learning for all students that is realistic, this is something our teams will work on extensively during the coming school year. At this time, the level of guarantee and viability is dependent upon teams.</p>
<p>Universal Screening</p>	<p>All students are screened using the Renaissance Place Star Math and Reading assessments. These assessments are given 3 times a year to determine if progress is occurring. For English learners identified as needing additional support, we have an ESL class using a program called iLit, which has an inventory that students take to determine progress. We do not currently have a screener for students who are socially at risk and not achieving. Decision rules are based</p>

	<p>on on multiple measures of achievement. Information is documented in Mileposts. Information is shared with teachers through an RTI representative on each team, to families through regular communication, and with the school Leadership team as a part of a school improvement team focused on RTI. The follow up procedures are based on regular meetings of the RTI team and interdisciplinary teams.</p>
<p>Tiered Instruction and Academic Interventions</p>	<p>Academic interventions are provided in all areas of study through FLEX time. FLEX time is offered 4 times a week for 30 minutes. During this time, explicit instruction is used for the 5-10 students who are struggling on concepts missed. A small number of our most at risk students in math receive tiered instruction in a Math Lab with the Math 180 curriculum. This intervention is neither pull out or push in, rather it is a period of the students day. iLit is a research based intervention used for second language learners and Read 180 is being used for those who struggle with language arts. Each intervention is provided by a trained professional, a certified teacher. Progress is monitored in the general education classroom through classroom assessments, while for the more structured interventions, multiple measures are obtained using Easy-</p>
<p>Learning Time</p>	<p>We have a six period day for the students with a 30 minute intervention time 4 times a week. This intervention time is designed to assist all students with all subject areas. Students are selected for intervention based on their grades. If a student has a D, F, or Incomplete grade in any class, they are expected to go to the teacher with whom they have that grade to work towards learning or doing the things needed to change the grade. Teachers know if the learning time is not enough if students are repeatedly going back to the classes during this time. At this point, we look at individual needs and determine if more time is needed. If more time is needed, we have a study skills class that helps students who need more time. Some students work with teachers before and after school. Some students are able to continue learning after school with online software.</p>
<p>Non-Academic Student Needs</p>	<p>Our non-academic responses to student needs are counseling services, a school-wide suicide prevention program, advisory, teaming, and a Positive Behavior Interventions and Support program that provide a variety of services based on the needs of each individual student.</p>
<p>Well-rounded Education</p>	<p>Our school addresses well-rounded education by providing a variety of elective options to our students, such as art, Spanish, music, technology, sewing, history, writing, crafts, cooking, physical education, and others. We also provide opportunities for all students to participate in orchestra, band and an annual musical, as well as a variety of after school</p>

	<p>sports programs. We also have an active Honor Society that participates in community service projects as well as recognizing academic excellence. This year they were in charge of the Veteran's Day assembly and did a food drive for the local veteran's home.</p>
<p>Additional Opportunities For Learning</p>	<p>This year we are requiring that our 8th-grade students take a Career Exploration class. This gives them the opportunity to create 4-year plan in middle school for high school. Bonneville Online classes are available for students to take high school credits while in middle school. We also have a mastery-based learning team through Summit Learning that allows students to advance at their own pace and move into high school level curriculum as well.</p>
<p>School Transitions</p>	<p>We work closely with the high school transition team to prepare students for high school. The high school career counselors, counselors, administrators, and other representatives come to the middle school to help prepare students for the transition to high school. We also work closely with the elementary school in preparing those students for entering middle school. Our counselors and key teachers make school visits to inform the students about the classes and programs that are offered at the school. We also have an open house where we invite parents to bring their new students to the school to meet their teachers and familiarize themselves with the school layout.</p>
<p>Professional Development</p>	<p>Every week during early release, teachers meet in content and interdisciplinary teams with the focus on student success. Teams look at assessment data to guide future instruction. Also, content areas have common planning every day at which time they are able if necessary to meet to plan together. Once a month during early release we have a faculty meeting with a focus on professional development that is guided by a school improvement team with a focus on professional development. The district provides different professional development opportunities for paraprofessionals. We have made decisions for professional development based on surveys as well as school-wide needs.</p>
<p>Family and Community Engagement</p>	<p>Another school improvement team has a focus on family engagement. We also involve parents through surveys and a PTO Facebook page. Each year we meet with the Title 1 Compact and review our parent and community engagement program. This year we are doing a reading activity in conjunction with the library. With regard to communication with parents, we have a marquee in front of the building in addition to multiple measures of electronic forms of communication to send information to parents.</p>
<p>Recruitment and Retention of Effective Teachers</p>	<p>All of our teachers meet state certification requirements. The</p>

district has given letters of intent early in the hiring season to recruit teachers in high needs subjects. In order to retain teachers, we have several different levels of mentoring and support. Each new teacher is a part of several different teams with several different leaders tasked with supporting the new teachers. The district's mentoring program focuses on supporting the newly hired teacher in the first few years of their careers. The mentor program also works to support veteran teachers who might be struggling as well.

Coordination and Integration With Other Programs

Not applicable

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:

English Learners have closed the gap from 47% to 38% gap in ELA proficiency from their non-English learner peers

SMART Goal:

By the end of the 2020 school year, English learners will be less than 35% difference in proficiency in ELA.

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
1-1	Deidre Farnam taught an ESL class that focused on language acquisition.	Strong Evidence ▼	It was the program and it is evidence based.	Results will be evaluated at the end of the year.	<input type="checkbox"/>
1-2	Jeff Davis provided training for all core classroom teachers on ESL Strategies	Strong Evidence ▼	Go to strategies from Title III from state of Idaho	Teachers will be asked about implementation of strategies	<input type="checkbox"/>
1-3	Juan Navarro is teaching an ESL class focused on our lowest and newcomers. He also supported general ed teachers with ESL strategies.	Strong Evidence ▼	Mr. Navarro teacher a Primetime class with four students. Hattie's effect size is .47 for small group learning.	The teacher will use informal assessments throughout year to monitor student progress. Results will be evaluated at the end of the year.	<input type="checkbox"/>

Need Description:

Students with disabilities have a 41% gap in ELA growth when compared to non-disabled students.

SMART Goal:

By spring 2022 we will close the gap by 7% or more.



Evidence-Based Interventions: Discussion Topics

Need
2

	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	FLEX time has been restructured to be focused more on enrichment and interventions with more targeted goals for the students.	Strong Evidence ▼	FLEX time and targeted interventions are evidence based interventions. Hattie's effect size is .47 for small group learning.	SPED teachers will progress monitor monthly.	<input type="checkbox"/>
2-2	SPED teachers will restructure their groups so that each teacher can focus on either ELA or Math.	Moderate Evidence ▼	With the teacher being able to concentrate on one subject instead of multiple subjects it is expected that they will be able to provide more efficient strategies.	SPED teachers will progress monitor monthly.	<input type="checkbox"/>

Need
3

Need Description:

Students with disabilities have a 52% gap in ELA proficiency when compared to non-disabled students.

SMART Goal:

By spring 2022 we will close the ELA proficiency gap by 7% or more.



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
3-1	The school faculty is implementing ROAR, a school-wide positive behavior intervention program, this year with an integral part being high	Strong Evidence ▼	Hattie's effect size for student expectations is 1.33	The school administrative team is monitoring the number of D's and F's each week along with working with the	<input type="checkbox"/>

student expectations for all students.

special education teachers to reward students for improvement.

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

One of the inequities that we have at the current time is that we have three special education teachers that are not highly qualified. One of them will finish up her student teaching in December and the other two are working on their certification through the ABCTE program. Of those two, one is just starting the program and the other one is set to finish up this year. We also hired 10 new regular education teachers at the beginning of the school year. Population growth is another concern, at the end of the year last year we had 1039 students and at the start of this year, we had 1143. The current level is 1104. With this large increase, we are struggling to find room for all of the new students. We have also seen an uptick in behaviors that are interfering with instruction.

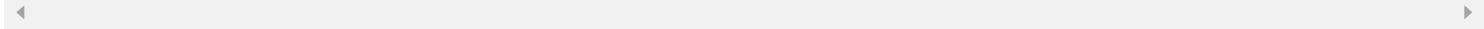
3. Provide the URL where this plan will be publicly available:

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

www.rockymountainpanthers.com

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

Twice a year with parents and teachers.



Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;

3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

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

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

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

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

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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

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

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

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

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

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

UNIFORM GRANT GUIDANCE

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable

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

CERTIFICATION

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