

CLARK COUNTY JR/SR HIGH SCHOOL (0085)

Submitted by: holdene@ccsd161.org at 10/24/2023 2:44:59 PM

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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
Michelle Stewart	Teacher; PBIS Facilitator	stewartm@ccsd161.org	<input type="checkbox"/>
Lori Clark	Jr High Teacher	clarkl@ccsd161.org	<input type="checkbox"/>
Holly Maraist	7-12 ELA Teacher	Maraisth@ccsd161.org	<input type="checkbox"/>
Malinda Ricks	SPED Teacher	Ricksm@ccsd161.org	<input type="checkbox"/>
Kirk Summers	Electives Teacher	Summersk@ccsd161.org	<input type="checkbox"/>
Jill Grover	7-12 Math Teacher; Business Teacher; Computer Teacher; AD	Groverj@ccsd161.org	<input type="checkbox"/>
Erica Perez	Community Member	erikaperez718@gmail.com	<input type="checkbox"/>
Christie Stevens	Parent	christiestevens4@gmail.com	<input type="checkbox"/>
Dee Anne Taylor	7-12 Science Teacher, Counselor K-12, Assessment Coordinator, Gear Up Coordinator	taylord@ccsd161.org	<input type="checkbox"/>
Cheyenne Jensen	7-12 Science, CTE, FFA Advisor	dallinc@ccsd161.org	<input type="checkbox"/>
Eileen Holden	Superintendent/Principal, Math Teacher, Fed. Prog./SpEd Dir.	holdene@ccsd161.org	<input type="checkbox"/>
Student	Rotating SBO	ASB@ccsd161.org	<input type="checkbox"/>
Anne Seifert	School Capacity Builder	anneseif@yahoo.com	<input type="checkbox"/>
Kay Moor	District Capacity Builder	moorkay@msn.com	<input type="checkbox"/>
Lauri Sperl	6-12 Social Studies Teacher	sperl@ccsd161.org	<input type="checkbox"/>

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: **S**pecific, **M**easurable, **A**ttainable, **R**igorous, and **T**ime bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need	Need Description:	SMART Goal:	<input type="checkbox"/>
1	Clark County Jr/Sr High School needs to improve overall proficiency in ELA.	By spring 2024, we will increase our ELA proficiency percentage	Remove

Students scored overall below the state, especially population, on the ISAT when compared to their peers in ELA (ie. All students:41.7 as compared to their peers at 49.5%).)

from spring to spring on the ISAT assessment by 11% (moving from 41.75% to 52.75% proficiency.)

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	ELA Teachers will engage in coaching with IBC coaches and capacity builders to build capacity focused on instructional practices, use of student data, classroom management, engagement, and assessment practices to better support the needs of all learners.	Strong Evidence ▼	Jim Knight; Also, according to researcher John Hattie Coaching has an effect size of .26. However, as part of the coaching process teacher will engage in Micro-teaching 1.01, Teacher clarity .80, Teacher expectations .50, Teacher PD .44, and teacher estimates of learning 1.28.	Coaches and ELA teachers will monitor improvements in instruction and student learning through self-evaluation and self-reflection, video, observations and by analyzing and monitoring formative student data.	<input type="checkbox"/>
1-2	Teachers will implement the use of ELA interim questions in weekly instruction to reinforce instructional content in the format assessed on the Spring ISAT and to build students' confidence in improving	Strong Evidence ▼	According to researcher John Hattie, effect size is as follows: Reflection on learning .75, alternative assessment method .67, transfer strategies .75, and effort management .77.	ELA teachers, principal, and Leadership Team will analyze and monitor student data through formative assessments and ISAT SICA, and interim assessments to measure student mastery of state content standards.	<input type="checkbox"/>

summative
ISAT scores.

ELA teachers
will continue to
develop
curriculum
maps that align
to Idaho State
Content
Standards.

1-
3

Funds are
needed to
stipend
teachers to
fully develop
curriculum
maps.

Strong Evidence



Marzano

Upon
implementation
of curriculum
maps, ELA
teachers will
self-reflect and
self-evaluate
their
effectiveness and
make changes as
needed. The ELA
teachers and the
Leadership Team
will analyze and
monitor various
forms of student
data and
formative
assessments to
monitor and
measure student
progress.



ELA teachers
will participate
in and
implement “Go
to Strategies”
that support the
learning needs
of all of our
students.

1-
4

Funds are
needed for PD
course credit
for teachers.

Strong Evidence



Marzano
2018; John
Hattie effect
size is as
follows: PD
.44, explicit
teaching
strategies .74,
Alternate
Assessment
strategies .67,
transfer
strategies .75,
and T
Alternate
assessment
methods .67,
Cooperative
learning .62,
scaffolding
and situated
learning. 52,
Classroom
discussion
.81, jig saw
1.20, and
feedback 1.01.

ELA teachers
will self-reflect
on their
implementation
success of Go to
Strategies.. ELA
Teachers, the
principal, and the
Leadership Team
will analyze and
monitor various
forms of student
data and
formative
assessments to
monitor student
learning.



The principal
will conduct
classroom walk-
throughs and
collect
implementation
logs to monitor
implementation
of Go to
Strategies.

1-5

ELA teachers will set ELA achievement goals with students using summative and formative data.

Strong Evidence ▼

According to researcher John Hattie, effect size is as follows: Self reported grades .96, Feedback 1.01, and Self reflection .50.

ELA teachers and the Leadership Team will analyze and monitor various forms of student data and formative assessments. Teachers will adjust instruction and/or interventions to support student goal attainment as needed.



1-6

Teachers and administration will develop and implement a school-wide MTSS model to support tiered instruction and student behavior.

Funds are need for site visit travel, MTSS conference and travel, per diem, books for book study, credits, stipends for staff, and materials and supplies.

Strong Evidence ▼

Idaho SETA; Idaho SESTA; Thomas Good and Brophy; Clark and Dockweiler; Ainscow, M., Booth, T. and Dyson, A.

The Leadership team and principal will support and monitor developing, collaboration and implementation through use of training logs, and meeting notes. Ongoing progressing monitoring using formative data, summative data, benchmark data, school-wide data, and behavior data will be regularly reviewed once implementation occurs.



1-7

Teachers and administration will develop and implement a school-wide PLC model for a singleton school.

Funds are need for site visit travel, PLC conference and

Strong Evidence ▼

Aaron Hansen, Richard DuFour, Solution Tree; John Hattie Collective Efficacy 1.57 effect size

The Leadership Team and the principal will support and monitor PLC development and implementation through the use of learning activities, exit tickets, training logs, surveys, common team



travel, per diem, books for book study, stipends for staff, and materials and supplies.

agendas and meeting notes.

Need
2

Need Description:

Clark County Jr/Sr High School needs to improve overall proficiency in math. Students scored overall below the state, especially population, on the ISAT when compared to their peers in ELA (ie. All students: 13.75% as compared to 34% of their peers)

SMART Goal:

By spring 2024, we will increase our math proficiency percentage from spring to spring on the ISAT assessment by 11% (moving from 13.75% to 24.75% proficiency.)

☐ Remove

Evidence-Based Interventions: Discussion Topics

#	Intervention Strategy <small>Please include a detailed description of who is going to do what, where, when and people involved.</small>	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	Teachers will engage in coaching with SDE regional math coaches and capacity builders to build capacity focused on instructional practices, engagement, use of student data, and assessment practices to better support the needs of all learners. Teachers will also attend a state, national/regional math conference to learn about effective math instruction. Funds are need for math state and national conferences and travel, per diem, stipends for staff,	Strong Evidence <input checked="" type="checkbox"/>	Jim Knight; Also, according to researcher John Hattie Coaching has an effect size of .26. However, as part of the coaching process teacher will engage in Micro-teaching 1.01, Teacher clarity .80, Teacher expectations .50, Teacher PD .44, and teacher estimates of learning 1.28.	Coaches and Math teachers will monitor improvements in instruction and student learning through self-evaluation and self-reflection, video, observations and by analyzing and monitoring formative student data.	<input type="checkbox"/>

and materials and supplies.

2-2

Math teachers will implement the use of math interim questions in weekly instruction to reinforce instructional content in the format assessed on the Spring ISAT and to build students' confidence in improving summative ISAT scores.

Strong Evidence ▼

According to researcher John Hattie, effect size is as follows: Reflection on learning .75, alternative assessment method .67, transfer strategies .75, and effort management .77.

Math teachers, principal, and Leadership Team will analyze and monitor student data through formative assessments and ISAT SICA, and interim assessments to measure student mastery of state content standards.



2-3

Math teachers will continue to develop curriculum maps that align to Idaho State Content Standards.

Funds are needed to stipend teachers to fully develop curriculum maps.

Strong Evidence ▼

Marzano

Upon implementation of curriculum maps, Math teachers will self-reflect and self-evaluate their effectiveness and make changes as needed. The Math teachers and the Leadership Team will analyze and monitor various forms of student data and formative assessments to monitor and measure student progress.



2-4

Math teachers will participate in and implement "Go to Strategies" that support the learning needs of all of our students.

Strong Evidence ▼

Marzano 2018; John Hattie effect size is as follows: PD .44, explicit teaching strategies .74, Alternate

Math teachers will self-reflect on their implementation success of Go to Strategies.. Math Teachers, the principal, and the



Funds are needed for PD course credit for teachers.

Assessment strategies .67, transfer strategies .75, and T Alternate assessment methods .67, Cooperative learning .62, scaffolding and situated learning. 52, Classroom discussion .81, jig saw 1.20, and feedback 1.01.

Leadership Team will analyze and monitor various forms of student data and formative assessments to monitor student learning.

The principal will conduct classroom walk-throughs and collect implementation logs to monitor implementation of Go to Strategies.

2-5

Math teachers will set Math achievement goals with students using summative and formative data.

Strong Evidence ▼

According to researcher John Hattie, effect size is as follows: Self reported grades .96, Feedback 1.01, and Self reflection .50.

Upon implementation of curriculum maps, Math teachers will self-reflect and self-evaluate their effectiveness and make changes as needed. The Math teachers and the Leadership Team will analyze and monitor various forms of student data and formative assessments to monitor and measure student progress.



2-6

Teachers and administration will develop and implement a school-wide MTSS model to support tiered


Strong Evidence ▼

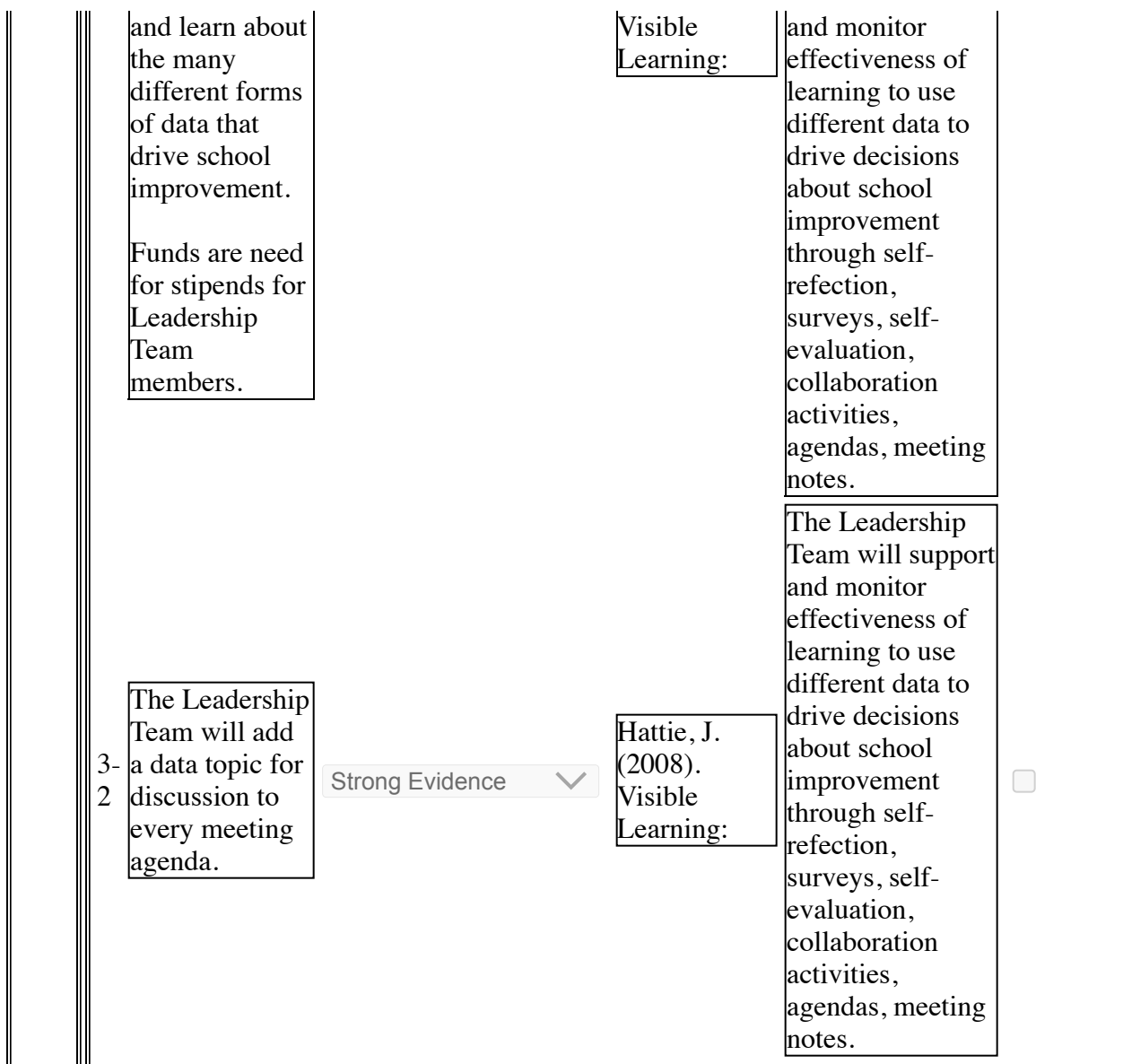
Idaho SETA; Idaho SESTA; Thomas Good and Brophy; Clark and

The Leadership team and principal will support and monitor developing, collaboration



	instruction and student behavior.		Dockweiler; Ainscow, M., Booth, T. and Dyson, A.	and implementation through use of training logs, and meeting notes. Ongoing progressing monitoring using formative data, summative data, benchmark data, school-wide data, and behavior data will be regularly reviewed once implementation occurs.	
	Funds are need for site visit travel, MTSS conference and travel, per diem, books for book study, stipends for staff, and materials and supplies.				
	Teachers and administration will develop and implement a school-wide PLC model for a singleton school.			he Leadership Team and the principal will support and monitor PLC development and implementation through the use of learning activities, exit tickets, training logs, surveys, common team agendas and meeting notes.	
2-7	Funds are need for site visit travel, PLC conference and travel, per diem, books for book study, credits, stipends for staff, and materials and supplies.	Strong Evidence	Aaron Hansen, Richard DuFour, Solution Tree; John Hattie Collective Efficacy 1.57 effect size		<input type="checkbox"/>

Need 3	Need Description:		SMART Goal:		<input type="checkbox"/> Remove
	Clark County Jr/Sr High School is committed to be a team that focuses on continuous improvement and learning. The Leadership team has an opportunity for growth in using data to drive decision making.		By fall of 2024, the Leadership Team will increase our use of data to drive decision making as measured by the IBC Leadership Rubric, moving for the emerging to operational.		
	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 leadership will research	Strong Evidence 	Hattie, J. (2008).	The Leadership Team will support	<input type="checkbox"/>



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

In regards to resource inequities, Clark County Junior/Senior High School students are provided with the funding and per-pupil funding they are entitled to from the state. The district ensures that they will allocate resources, including staff positions and non-personnel resources, directly to its schools. In order to improve student achievement, staff engagement in professional development (PD) opportunities is essential; this is described in the plan and needs assessment, and is necessary for building capacity in teaching and learning. Additionally, additional intervention staff is needed to support Tier 2 students. Students need continued access to evidence-based curriculum for core instruction and remediation, in accordance with the needs assessment. Lastly, students should be encouraged to perform their best on the ISAT.

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.

<https://www.clarkcountyschools161.org>

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

During Leadership Team meetings and Friday CSI-UP staff meetings, we will address and evaluate the following.

We will use guiding questions to evaluate the effectiveness and make adjustments. The questions may include: Is there a higher percentage of students testing proficient on benchmark and state tests?

Are students showing growth? Are staff members having time to collaborate, to discuss data, instruction, curriculum and intervention groups? Should more time be focused toward professional development?

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: holdene@ccsd161.org at 10/24/2023 2:44:59 PM