keholder Name rk Kartchner arlie Hansen	Position Principal Counselor	ription of their position. Include teacher, principals, parents, and other school leaders. Remove	
ch Torngren rvanah Christensen ottie Jensen sha Polatis n Grimes	Teacher Teacher/Indian Ed Coordinator Teacher/Math Interventionist Teacher/Childcare Center Coordinat Teacher/Senior Class Advisor/District		
a Huntsman nda Toston a Parmenter nley Breeze	Para/Credit Recovery/Career and Consider Science Teacher	eacher/Special Education Coordinator ara/Credit Recovery/Career and College Readiness	
ana Garza ds Assessment	Capacity Builder Graduation Tracker	Providing meaningful input from all stakeholders requires an effective strategy that ensures the participation of all stakeholders. IHS is committed to this process and will provide opportunities for input	
		from all stakeholders. - Governance: . The Independence High School Leadership Team is chaired by the school principal. The school counselor takes minutes and distributes them to the team. Each team member has a different area of expertise which they use to contribute to team discussion and decision making.	
		 The leadership team meets on the 2nd and 3rd Monday of each month at 2:30 PM. The team consists of all identified stakeholders. (See stakeholder section) The principal creates meeting agendas based on issues arising from previous leadership team, staff, R and district level meetings. Agenda items also include discussions concerning student behavior, academ data, and parent/patron inclusion. The principal leads the meeting. At times guests are also included in meetings. For example, teachers 	
al I codovaleia Toom		who are experts in an area, other community members, or representatives from Idaho State University. - Decision Making: . The leadership team works on issues identified in meeting agendas and has established protocols that allow all members of the team to address issues of concern. Most leadership team recommendations are based on group concerns; however, as an expert on school expertions, the principal will always have the	
ol Leadership Team		based on group consensus; however, as an expert on school operations, the principal will always have the ability to implement recommendations in an appropriate (legal, ethical, compassionate) manner. Leadership team members are expected to get information and feedback from the stakeholder group the represent and present this information to the leadership team in team meetings. If there is a special issue that needs to be addressed, leadership team members will contact the school principal and ask that the issue be placed on the meeting agenda.	
		- Formative and Summative Data: . Data (from EasyCBM, ISAT tests, Graduation rates, Etc.) is presented by different leadership team members or guests. The team then discusses the data and issues. The team then decides on a direction using the SWIP tool as a guide.	
		- Communication: . (See Decision Making, part 2) . All IHS staff members are expected to make stakeholder contacts. Examples include: Teachers/parents contacts, Student/Teacher contacts, District Program Coordinators/Parents/Teachers contacts,	
		Principal/Teacher/Parent contacts and School contacts to parents concerning attendance, grades, test scores, behavior issues. Student Demographics for 2019-2020: Enrollment - 108 students White - 61 students	
		 Hispanic - 26 students Native - 14 students Mixed Race - 7 students 80% of students economically disadvantaged (approximate) 9 students are English Language Learners 14 students have an IEP in a special education program. 	
chool and Community		. 8 have 504 plans 43.5% of all Independence High School students come from a designated minority population (Hispanic, Native American, African American) and approximately 80% qualify for the free or reduced lunch program (All students receive free breakfast and lunch)	
		In general, students entering Independence High School have not attended school on a regular basis causing deficits in basis skills acquisition, failure in core subject areas, grade point averages below 1.5, and loss of essential credits. Students entering Independence Alt. High School have needs specifically identifiable to an alternative school setting as per Idaho Code. State ISAT testing verifies deficits in skills acquisition across all subgroups. Students wishing to enroll in Independence Alt. High School must meet the Idaho State At-Ri	
		Guidelines. These guidelines are listed below. Any three conditions of the following: • the student is repeating a grade • the student has absences greater than 10% • the student has a grade point average less than 1.5	
		 the student has failed a basic skill subject the student is behind 2 or more credits Or any one condition of the following: the student is struggling in school because of substance use or abuse the student is pregnant or a parent the student is emancipated or lives apart from a parent or guardian 	
		 the student is emancipated of lives apart from a parent of guardian the student has previously dropped out of school and wishes to return the student has a behavior problem that has been detrimental to educational goals the student has been referred to the school by the court Teachers: 	
		Independence High School has a veteran staff. Classroom teachers have an average 20 years experience. Independence is welcoming Ashley Breeze a new science teacher this year. We have 10 certified staff members with 6 having advanced degrees (MS or greater). The school principal has been a educator for the past 34 years, and has been the principal at Independence High School for the past 24 years.	
		- Community: Independence High School is a consortium school that is part of the Blackfoot School District. It accepts students from all traditional high schools in Bingham County (Shelley HS, Firth HS, Snake River HS, Aberdeen HS, Blackfoot HS, Shoban HS). Bingham County is a rural farming area and has a per capita family income level below the state and national average.	
		District Support: . The district provides ELL support through a paraprofessional who works with students individually and is small groups. There is also a team that administers WIDA testing and informs the leadership team of student needs. In addition, the district provides professional development for teachers and paras, service for American Indian populations, homeless populations, migrant populations, and Special education	
		-Academic Progress: Graduation Rate -2019-2020 - will be finalized in January 2021 - 2018-2019 Graduation Rate was 65% an increase of 17.5% over the previous year.	
cademic Achievement tudent Learning Needs		 - 2017-2018 graduation Rate is 47.6% a .9 % decrease -2018-2019 graduation rate will be reported January 2020 . ISAT ELA - 2016-2017 ISAT ELA proficiency rate was 24% - 2017-2018 ISAT ELA proficiency rate is 39.1% a 15.1% increase. - 2018-2019 ISAT ELA proficiecy rate is 7% 	
		. ISAT Math - 2016-2017 ISAT Math proficiency rate 6% - 2017-2018 ISAT Math proficiency is 4.3% a 1.7 % decrease - 2018-2019 ISAT Math proficiecy rate is 0% a 4.3% dcrease IHS uses Easychm testing as well as ISAT interim testing to establish benchmarks that assist us in	
		developing concentrated instruction in areas of concern. The leadership team reviews ISAT and PSAT test results for 10th grade students, SAT test results from 11th grade students, graduation rates for 12th grade students and WIDA testing for English language learners. In past years, as well as in the 2018-2019 school year Independence High School has performe better in reading and language arts than in math when compared to state proficiency cutoff scores. -Academic needs:	
		-Academic needs: - Independence HS was identified for low graduation rate under the new ESSA guidelines. . Independence High School assigns teacher mentors to students who are seniors in an effort to provide academic support and keep them on track for graduation. (Working on improving our graduation rate) . Independence High School gives benchmark tests to students 3 times per year. (Fall, Winter, Spring) Benchmark (Easycbm Math, Reading and ELA) test scores are recorded, and student progress is tracked (See Easycbm upload)	
		(See Easycbm upload) . ISAT interim testing is also a valuable tool for 10th graders working to improve ISAT test scores. ISAT interim data is discussed with RTI team members to inform direction on curriculum design based on student needs. (See Upload Blackfoot Cycle of Work for testing schedule) . The leadership team reviews ISAT test results for 10th grade students, SAT test results from 11th grade students, graduation rates for 12th grade students and WIDA testing for English language learners. (See Academic Achievement Section)	
		-Other learning needs: . Independence High School monitors student grades, attendance, behaviors, and takes into consideration teacher input when determining which students need additional academic support. These students will be monitored for support and credits towards graduation by a tracker. Many of these students enter our SW program where we offer additional types of support. (close contacts with parents, cognitive skill	
ore Curriculum		development, trauma and conflict resolution traning, etc.) -Core Curriculum for ELA and Math: . Independence High School uses district approved curriculum in Math and ELA classes. (See Curriculum Diamond - Uploads) All district approved curriculum is researched based. . Core curriculum is delivered with fidelity to the extent that it supports the Idaho Core Standards. . Methods of curriculum delivery are determined by student need and circumstance. Types of delivery	
		include general classroom instruction, computer generated programs, individualized learning packets, or combination of these methods. Curriculum delivery is monitored by highly qualified teachers and trained paraprofessionals. . Fidelity is monitored through formal and informal teacher observations and summative and formative evaluations performed by the school administrator. (See Curriculum Diamonds - Upload) . Professional development has been provided to IHS staff by the district on a variety of core curriculum topics.	
		. Additional researched based curriculum can be found on the curriculum diamond that has been upload (It is the practice of the Blackfoot School District that ESSA law regarding research based materials is followed for core curriculum and intervention programs. A file containing the specific research regarding adopted programs from What Works Clearinghouse is in the Federal Programs Director's office.) -Instruction adjustment:	
re Instruction		.Teachers use formative assessment tools (Easycbm, pre-testing, questioning techniques, classroom assignments, etc.) to evaluate student progress and modify instruction based on relevant data. .Formative assessments always include teacher input and opportunities for student feedback. . Core instruction in Math and ELA is differentiated within classrooms and between classrooms allowing students to work at appropriate academic levels. - Student groupings:	
		 Student groups are determined by: Grade level - students enter a class based on grade level requirements such as 9th Grade English class or a US History 2a class which consists of 11th grade students. Skill/ability levels - students are placed in a class based on their tested abilities such as an algebra 1a class or Advanced Opportunity classes at ISU. (See ISU Class List - Upload) Cognitive skill level - students are placed in a class based on their need for additional assistance. (SWS) 	
		cognitive skill training, SPED student classroom) (See SWS Point System - Upload) . Student groupings are designed to maximize student educational abilities as well as affording them opportunities to improve. Official student subgroup categories are considered when it is deemed there is reasonable concern of educational disadvantage. An example would be a student who is a parent. This student needs additional support because they are caring for a child while attending school. The school provides childcare services and makes accommodations that allow for the parent to give childcare while	
nment of teaching and Learning		Teaching and learning have been aligned with district approved curriculum mapping. An Independence High School teacher trained in curriculum development and alignment works with staff members to develop and align curriculum in all subject areas. (School curriculum coordinator) Learning sessions on to creation and alignment of curriculum have been included in monthly PD sessions (4 hours each month), and the school curriculum coordinator has made herself available to assist teachers who are working to	
		create curriculum maps. This collaboration and fidelity to Idaho Core Standards enables students to receive a consistent learning experience. IHS teachers met with Blackfoot High School teachers to articulate subject and grade level needs, collaborate on solutions to problems, and share resources. (See example of curriculum Map, IHS Technical Math Curriculum Math - Upload) Universal Screening tool:	
versal Screening		 IHS uses the Easycbm program as well as teacher created tools to screen students in ELA/reading and Math skill development. Students are screened at the beginning of the school year in English Language Arts (ELA)/Reading and Math. Students entering at different times during the school year are screened when they enter. Progress monitoring is documented school-wide three times each year with classroom monitoring when students a enrolled in a math or an ELA subject. 	
		Intervention groups are enrolled in math or ELA skills classes based on documented need (assessment data, grades, teacher recommendation) and lesson planning is based on this assessment data. Students who perform below the 16th percentile. Cut scores are based on students' over-all risk factor as measure by the Easycbm program. Screening information is shared with teachers and the school leadership team in staff meetings and documented in meeting minutes. All student information is shared with parents upon request of the parent or when IHS staff consider it essential for student progression.	
		-System of Tiered Instruction: Independence High School has created levels of tiered instruction by developing and implementing "ski level" classes in math and ELA subject areas. Because as many as 85% of IHS students show deficits in basic skill (core) subject areas, scaffolding of curriculum is a function of multiple class periods over multiple school blocks as students attend classes taught at their tested skill level.	
iered Instruction and Academic Interventions		. Coordinated support - To assist students in all classes teachers coordinate essential skills (ex. note taking) and teach the same technique. This give students ample opportunity to learn and practice these skills. Academic interventions for attendance issues have been coordinated giving students a consistent policy for make-up work and for assistance with work that may have been missed. The average size of skill development classes is 12 students. Screeners and benchmark testing support the use of tier intervention skill level classes.	
		 Progress in skill level classes is recorded by the class teacher in infinite campus. Infinite campus class progress is accessible to parents. Teachers have access to literature on diverse intervention strategies and find appropriate curriculum using the school district curriculum diamond. IHS utilizes Infinite Campus, WIDA testing letters, and ISAT testing letters to disseminate information accurately and in a way that is easy for parents to understand. 	
		(See Curriculum Diamond - Uploads) (See SWS Point System - Upload) Regular Learning Time: . Students attend school Monday- Thursday, from 8:15 a.m. to 3:45 p.m. . Master schedule includes two core instructional periods per day with intervention instruction included as	
ng Time		SWS classes. (See IHS CalendarActivities, Tab 3 - Upload) . IHS has adjusted the daily schedule to accommodate skill and SWS classes used for intervention. (See Master School Schedule - Upload) Learning Time During Different Kinds of Closures: The district is beginning the 2020-2021 school year on an A-B schedule with half of the students attending the students at the	
		Monday/Wednesday and half attending Tuesday/Thursday. During the closure schedule and during instances when students and/or teachers cannot be in the brick and mortar building, there is a need to have a virtual learning opportunity using video conferencing equipment. Such a system will allow instruction and credits to continue and allow Independence HS students to not fall further behind in receiving credits. Strategies for non-academic needs: Independence High School has a full time counselor to assist students with non-academic needs. The	
Ion-Academic Student Needs		. Independence High School has a full time counselor to assist students with non-academic needs. The school counselor holds private and group counseling sessions and works with students who are experiencing traumatic life events. Also, school staff attend training sessions offered by Idaho State University that teach them how to identify students who are homeless and/or experiencing trauma. Additional staff professional development training is provided in the areas of school safety procedures are bullying identification. (See example of training for other student needs IHS PD agenda for 11/29/2018 _ Upload)	
		Activities to provide for a well-rounded education: . Classroom and curriculum related activities - Independence High School provides a variety of learning experiences that afford a well-rounded education to students. Classroom activities include field trips to the cadaver lab at ISU, the Idaho Falls Aquarium, and the Bingham County Courthouse. . Career and College Readiness funds allow students to attend career fairs, local colleges and universities.	
ounded Education		and the Tech Expo. . After-school funds provide opportunities for students to participate in art and craft activities (pottery, beading, drawing, painting, Tie-Dye, candle making.) In our after-school program students also bowl, lead how to become archers, go to the Trampoline park, play laser tag and board games. . Students are also able to enroll and attend university classes on the ISU campus in Pocatello. IHS also offers a dual enrollment course for Spanish speaking students in medical translation which give students the opportunity to earn as many as 22 college credits.	
		By providing students with a variety of opportunities such as: guest speakers, fairs, community events, field trips, dual credit classes and performance opportunities Independence High School students receiv a well-rounded education. Opportunities supported by IHS:	
dditional Opportunities For Learning		 Independence High School welcomes community organizations who present information about services provided outside of the school. For instance, announcements from other schools or organizations about community activities (athletic tryouts, band concerts, Native American Pow Wows, dances, club meeting etc.) Opportunities available through the traditional high school: All IHS students are eligible to participate in extracurricular activities offered by their home high school when they meet the eligibility requirements for participation. 	
		when they meet the eligibility requirements for participation. -Transition for home high school to IHS: . Students are transitioned from their home high school to IHS through a referral process. - Process - 1. Home high school administrators interview students to determine their need for placement at IHS. 2. Home high school administrators match student need to admission requirements determined by the state.	
		state. 3. The paper referral is sent to IHS. (Administrators usually make phone call to IHS to tell them the stude is coming.) 4. The student's "cummulative file" is sent from the home high school to IHS. 5. New students / parents complete IHS registration packet. 6. New student / parent attend an orientation meeting to get pertinent information. Students and parent cask questions and get answers at this meeting. (See parent involvement plan- download)	
Transitions		7. Students who have an active IEP must have a change of placement meeting prior to transition. -Transition from IHS to classes on Idaho State University campus: The leadership team is working on protocols for transitions that will assist schools and students. At the present time student referrals are used to inform Independence High School staff that a student from a	
		traditional high school is being sent to our school. We are working to make Independence High School a better fit for students who are referred. We are also working to assist students wishing to attend college transition smoothly. Our early college program allows students to have a college experience while still in high schoolTransition for home high school to IHS: . Students are transitioned from their home high school to IHS through a referral process. - Process -	
		 Home high school administrators interview students to determine their need for placement at IHS. Home high school administrators match student need to admission requirements determined by the state. The paper referral is sent to IHS. (Administrators usually make phone call to IHS to tell them the stude is coming.) The students "cummulative file" is sent from the home high school to IHS. New students / parents complete IHS registration packet. 	
		6. New student / parent attend an orientation meeting to get pertinent information. Students and parent of ask questions and get answers at this meeting. (See parent involvement plan- upload) 7. Students who have an active IEP must have a change of placement meeting prior to transition. Independence High School teachers are provided extended work day hours for professional development.	
		opportunities. (See Master School Calendar - Upload) -IHS Professional Development - The IHS teachers will need to have more training on remote instruction for emergency closures and us technology for remote instruction In professional development time school staff have had: - Safe schools training	
		 Sate schools training Milepost training Danielson's teacher evaluation training Curriculum development training Teaching strategies training. Trauma identification and assistance training Career and College Readiness Training 	
essional Development		-Blackfoot School District Professional Development Blackfoot School District also provides training in a number of different areas which include but are not limited to: (See District PD Calendar - Upload) Mindfulness training RTI training	
		- Curriculum Development using state standards - ESL identification and WIDA plans - SPED training - McKinney-Vento homeless identification - Title 1 SWIP training -Monitoring Professional Development:	
		 -Monitoring Professional Development: . IHS Professional development is monitored by the IHS school principal and can be verified by meeting agendas and sign in sheets. . Blackfoot School District professional development is monitored by the federal program director and ca be verified by meeting agendas and sign in sheets. - District professional development areas of need are determined by a survey of district certified staff. 	
		- District professional development areas of need are determined by a survey of district certified staff. - IHS professional development areas of need are determined by a survey of school certified staff. - Independence High School teachers are provided extended work day hours for professional development opportunities. (See Master School Calendar - Upload)	
		IHS has a family and community engagement plan that allows families to participate in the education of their student. The plan consists of: . 2 days of initial student registration and orientation to begin the school year. . Orientation meetings for students and family members prior to each block. (Information, discussion, question and answer period 8 Blocks - See parent involvement Plan - Upload) . Notification of absences and tardies from the BSD student management system. (Infinite Campus)	
amily and Community Engagement		. Parent grade checks though Infinite Campus . General school announcements and information through the IHS Facebook page and school website -Family Activities: . Back to School Night . Family Outdoor BBQ Night . School Carnival	
		. School Carnival . Respect Dinner . Spring Fling Activity Strategies: IHS has made efforts to become educational partners with parents. Parents are given information in many formats that can assist them with the education of their children. (See IHS Calendar _Activities, Tab 10 _ Upload)	
nent and Retention of Effective Tea	chers	Independence High School maintains a core of exceptional teachers and staff members: . 8.5 certified teachers (2 teachers new to IHS this year - SPED teacher w/26 years of experience / Math intervention teacher with 1 year of experience) 7 teachers each with over 20 years of teaching experience and 6 of these teachers have been at IHS formore than 15 years.	
		. 1 full time counselor with individual and family credentials / working on school counseling endorsement. . Administrator with 34 years of educational experience, for the past 23 years as the principal of IHS. Blackfoot School District has a plan for retention and recruitment that provides IHS with well qualified and effective teachers. (See BSD Recruitment and Retention Plan) - IHS coordination with programs:	
		 Independence High School coordinates with many programs within the Blackfoot School District, throughout Bingham County and within the City of Blackfoot: Coordination with Blackfoot School District Programs: *Federal Programs which include all Title programs, and Special Education. * 21st Century after school program * Recruitment and Retention of employees 	
nation and Integration With Other Pr	ograms	* Curriculum Development and Approval * Professional development, testing, and budgeting. - Coordination with other school districts in the county. * Busing for students who live in other districts.	

* Student referrals

ASSURANCE

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

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,

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;

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

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

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

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

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

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 (Nonprocurement), 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

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

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

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

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

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

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

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;

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

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,

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

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

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-

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

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

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. §

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.

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

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).

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.

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

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

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

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;

7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

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;

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.

agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

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.

commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

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);

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:

d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

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).

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-

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.

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.

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

4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

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

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).

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

to enable the State educational agency and the Secretary to perform their duties under each such program; and

reasonably require to carry out the State educational agency's or the Secretary's duties; and

basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

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

submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

A. The applicant certifies that it and its principals:

(2)(b) of this certification; and

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

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

2. The grantee's policy of maintaining a drug-free workplace;

1. The dangers of drug abuse in the workplace;

1. Abide by the terms of the statement; and

enforcement, or other appropriate agency;

4248. Notice shall include the identification number(s) of each affected grant.

Principles and Education Department General Administrative Regulations (EDGAR) as applicable

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:

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

grant; and

UNIFORM GRANT GUIDANCE

CERTIFICATION

Submitted by: mickj@d55.k12.id.us at 8/19/2020 11:50:40 AM

b. Establishing an on-going drug-free awareness program to inform employees about:

specifying the actions that will be taken against employees for violation of such prohibition;

3. Any available drug counseling, rehabilitation, and employee assistance programs; and

subjected to discrimination under any education program or activity receiving federal financial assistance.

Assurance

EVERY STUDENT SUCCEEDS ACT (ESSA)

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

6. The applicant will—

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

(a) of Section 8524 of ESSA.

CIVIL RIGHTS

DISCRIMINATION

1. LOBBYING

certifies that:

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

administer the funds and property to the extent required by the authorizing statutes;

Assistance with SPED accomodations

City Police department (SRO services)

County juvenille probation services

Coordination with City and County agencies

' Health and Welfare services (Childcare licensing)