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.

<table>
<thead>
<tr>
<th>Stakeholder Name</th>
<th>Position</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Buschine</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Nick Parker</td>
<td>Social Studies Teacher</td>
<td></td>
</tr>
<tr>
<td>Julia Miller</td>
<td>Instructional Coach</td>
<td></td>
</tr>
<tr>
<td>James Yerger</td>
<td>Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Ray Bolander</td>
<td>Student Representative</td>
<td></td>
</tr>
<tr>
<td>Jill Stewart</td>
<td>Counselor</td>
<td></td>
</tr>
<tr>
<td>Fred Devlin</td>
<td>Business Partner/Stakeholder, Rotarian</td>
<td></td>
</tr>
</tbody>
</table>

Needs Assessment

The Eagle Academy Leadership Team is comprised of building teaching staff, administration, counselor and instructional coach. The Chair, James Buschine, sets agendas at least twice a month based on information from the district office, departments within the school, teacher teams, and individual teachers regarding school-wide decisions.

Decisions made by this team include, but are not limited to, system changes, and the College and Career Readiness component of the District Instructional Model, which includes a building playlist that is composed of strategies a building has chosen to focus on. The Leadership Team bases their decisions on the mission, vision, and goals of the district and school.

The Leadership Team members attend district professional development concerning learning and implementation of different strategies. This has included professional development on learner dispositions, curriculum changes, priority standards, PLC work, and Rtl processes. Formative and summative assessment data is reviewed and analyzed by the team in order to make changes to instructional strategies and practice.
The Leadership team bases their decisions from the mission, vision, and goals of both the school and the district. The unique needs of the school dictate what the Leadership team discusses and ultimately what decisions need to be made. One example is regarding our current facilitation plan. The Leadership team saw a need for change and then made the change and implemented it for the improving of learning for our students and for the timely feedback from teachers to students.

The West Ada School District is currently in a tumultuous time due to the COVID pandemic. About 1/4 to 1/3 of the teachers are currently protesting the Boards decision to have students in school by calling in sick. These teachers feel that students should have to work fully remotely while CDH has our county in red. Due to this pandemic West Ada has experienced it's first decline in student enrollment in over 10 years.

All of the above is creating an interesting pace and a lot of change in the district. However, our superintendent has kept a clear vision on student achievement. West Ada has an increased focus and alignment. The district has used this opportunity to create an virtual learning process, to redesign its curriculum to make it more guaranteed and viable, to refocus on a College and Career ready focus, and to put renewed effort into improving instruction in a virtual format as well as improve our RTI practices.

Eagle Academy is an Alternative High School in the West Ada School District. We have a high percentage of students that suffer from trauma and/or substance abuse. Three fourths of our students come to us already out of the 4-year graduation cohort. We are currently improving our Mastery Learning System focused on Competencies in order to help close the learning gap between our students and students in traditional schools. We belong to the Idaho Mastery Education Network and are in year 3 of a 5-year process.

Eagle Academy had 28% of our students were proficient as measured by the ELA ISAT and 2% were proficient as measured by the math ISAT in the spring of 2019.

The 2019 4-year cohort graduation rate was 37%, we are still waiting for our 2020 graduation rate.

Our largest need is raising our student's academic performance with a focus on learning to learn, rather than learning content, that may or may not be remembered and may or may not ever be used.

We are also implementing various interventions to help students with the skills that are measured on the ISAT.
Incoming 9th and 10th graders are identified for interventions based on their 8th grade ISAT scores. During the 10th grade year students are given Interim Block Assessments. This is part of our progress monitoring of these students along with how they are progressing through the Mastery curriculum. This is done with an instructional team consisting of their math teachers, ELA teachers and counselor as well as the RTI team. Students are able to progress through their classes at the pace that works best for them. Students are exited from interventions based on the progress monitoring data. Most students are not exited until they complete their 10th grade ISAT.

West Ada High schools use the Idaho Content Standards as the core curriculum to drive instruction. Both ELA and Math departments use district curriculum documents that are directly tied to the Idaho Content Standards. Eagle Academy also uses the Idaho Competencies to drive the curriculum.

The curriculum tools which schools currently use for ELA are the District Curriculum ELA documents. These documents are chunked into concept-based units. The district clearly stated the sequence within the units. In-district support of implementing the ELA standards consists of educators having access to ELA curriculum coaches.

The curriculum tools for math include the District’s Math Documents. Over the course of the school year, the math teachers have received district trainings and access to math content-based coaches.

Eagle Academy is also part of the Idaho Mastery Education Network and is building a Mastery curriculum centered around the Idaho Competencies that are aligned to the Idaho Standards. Teachers work in PLCs weekly to carry out this work and help their students to succeed.

It is becoming a regular practice for teachers and teacher teams to adjust instruction based on formative assessment data. Within lessons, teachers use practices such as exit tickets, response cards, preplanned questions with response structures, and more to make minute to minute and day to day decisions about instruction based on evidence of student learning. Results from the frequent formative assessment practices are used to reinforce core learning through small group Tier II instruction.

In collaborative teacher teams, teachers are writing, revising, studying, and implementing Common Formative
Assessments as well as Mastery studios and Performance Tasks. Content area teachers are collaboratively analyzing results and are responding to student achievement data from their common assessments by providing additional intervention and enrichment within a unit of study. Teachers use the data to provide more intensive instruction for individual students as well as groups of students. At Eagle Academy these are called facilitation plans.

Student learning is the reason our teachers collaborate in PLC teams. When not in a pandemic, all teachers collaborate every week with their content team and to ensure we have studios created for our Mastery curriculum many collaborate during other common times as well. The expected focus is on the four corollary PLC questions: 1) What do the students need to learn? 2) How do we know if they learned it? 3) What do we do if they didn't learn? 4) What do we do if they did learn? The extent which teachers collaborate on these topics is communicated to the building principal by a PLC guiding document or PLC notes. Because most content teams identify what will be taught collaboratively through different tools such as Common Competencies, a process of identifying priority standards, and studying/writing common formative performance tasks, there is increasing consistency in the content being taught in each classroom and across Academies.

The district, in collaboration with teachers, is currently identifying the priority English Language Arts and Math standards to ensure a guaranteed and viable curriculum. Success criteria for the achievement of the standards will be more common with the development and use of proficiency scales (or common scoring guides) used to collaboratively score assessments. The criteria utilized for identifying the priority standards has resulted in vertical alignment. Building professional development to increase vertical knowledge and alignment is ongoing. Depending on student need, this support would be considered Tier I or Tier II.

Eagle Academy is an Alternative High School and most of our students enroll with low academic achievement skills. One of the ways we identify each student’s particular academic needs is to place them in their grade level portfolio in our Mastery system and allow them to proceed at their own pace. Students can either move quickly through the curriculum as they need little to no support or they can learn the skills they are lacking through the revision process and much support from teachers.

We also use a variety of assessments to determine intervention support. We use the student’s ISAT scores to determine if they are to be enrolled into an intervention labs for reading, writing and math. We use their PSAT and ISAT
scores to determine if they need to be placed in a junior SAT math and/or ELA intervention. We use ISAT Block Interim assessments to monitor progress of students in the intervention labs. Throughout the year, Professional Learning Communities develop Common Performance Tasks to determine growth in Competencies and possible exiting intervention labs. If students are not reaching their learning targets, they are referred to the Response to Intervention Team for review and planning next steps.

As an alternative school, Eagle Academy’s operational system with academics is focused on Tier II RTI supports. Students attend Eagle Academy for various reasons and were not successful in the traditional school environment. Academic interventions are based on reading, writing and math. ELA intervention includes Language Lab and a Reader’s Choice course. Math Labs consist of 2 paths one focused on ISAT skills and one on SAT skills. Half of the teaching staff has been trained with the District Reading intervention tool, Fastforward. Teacher’s will incorporate the strategies they learn into their daily teaching, as well as help students use the tool, to improve reading, writing and even math skills.

Eagle Academy is an Idaho Mastery Education Network school. We are creating a Mastery Learning System where time is the variable and learning is the constant, not the other way around. Therefore, there is no master schedule. We recognize that while all students can learn, they can’t learn at the same rate.

We run an Arena and Specialist model where students are in their Arenas with their Mentors (teachers) working on Competencies that they choose to work on. Students choose when, what and how long to work on Competencies. Specialists (teachers) call students out of Arenas to work on certain competencies based on the students’ progress or lack of progress in those Competencies.

West Ada School District has a well-established comprehensive school counseling program that serves all students. The school counseling program at Eagle Academy promotes and enhances student learning in three broad, interrelated areas of student development: academic, career, and personal/social. These three areas of student development are addressed through the following delivery methods:

* Classroom and small group activities on the topics of bullying prevention, social skills, personal safety and career awareness.
* Individual planning designed to assist all students to plan, manage and monitor their own educational, personal/social
and career development.
* Individual and small group counseling designed to respond to immediate needs and concerns.
* Consultation designed to assist parents, teachers, and other concerned parties to be more effective in working with children and youth.
* Coordination and case management designed to engage school, family and community resources to maximize student development.

West Ada School District has also received a McKinney-Vento Grant (Title X Funds) for the past 20 years. With these grant funds the school district has established a strong connection to the community and uncovered many community resources that are of benefit to our students and their families. Over the past decade the West Ada School Counseling Department has developed a network of community resources to assist our unaccompanied students and families experiencing homelessness.

Food: Each homeless student is immediately qualified for free school breakfast and lunch. The Meridian Food Bank has a Week-end Backpack program which all student experiencing homelessness are offered. Additional food banks and food pantries sponsored by local churches are also available for families in Star, Eagle, Meridian, and Boise. Homeless Grant Social Workers and/or school counselors are able to help families and unaccompanied youth qualify for food stamps through the Idaho Department of Health and Welfare.

School Supplies: The district has established strong community connections with various local business and non-profits such as the Assistance League of Boise and Project Kids who provide school supplies for low income students.

Clothing/Shoes: The Assistance League of Boise provides clothing and a shoe voucher for low income students in grades k-8th. The non-profit, the Closet, provides free teen-sized clothing and shoes. Project Kids also provides clothing and shoes for students who are experiencing homelessness.

Hygiene Items: Mirror Image, Project Kids, and the United Way, three non-profits, provide hygiene items for homeless students in West Ada.

Medical Needs: West Ada School District has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth. Terry Reilly Services has also begun a mental health program at Star Elementary.

Housing: Although no shelters are available within the
boundaries of West Ada School District, emergency shelters are available nearby including the Boise Rescue Mission; City Light Shelter; Boise Rescue Mission; Valley Shelter; Interfaith Sanctuary; Hay’s Shelter; and the Women’s and Children’s Alliance. The CATCH program, a housing first initiative, provides assistance to families who qualify under the HUD definition of homelessness. Project Kids, Morrison Knudsen Foundation, and Navigation are also able to assist with housing deposits and first month’s rent. Housing stipends for unaccompanied youth are provided by the West Ada Education Foundation program Housing + High School = Success. Mana Services and Gem Friends are also programs that assist unaccompanied youth with housing.

West Ada School District is committed to the safety and health of all students and staff. The school nurse’s purpose is to enhance the educational potential of all students by promoting wellness and facilitating the management of health conditions which create barriers to learning. School nurses implement individual health plans for students with chronic health conditions, disabilities and those who require treatments like medications. In addition, they promote and maintain the health and well-being of students, families, and school personnel through assessment and teaching. We develop and maintain a system of first aid, recommend school safety measures and promote a healthful school environment, including communicable disease prevention through identification and screening and the monitoring of immunizations.

The Meridian Schools Clinic (MSC) is a collaborative venture between the Family Medicine Residency of Idaho (FMRI) and the West Ada School District (District). The District is the host site of the clinic and FMRI is the medical sponsor. The clinic delivers high quality health care to children and adolescents. The clinic is staffed by a multi-disciplinary team of health professionals including a Nurse Practitioner, social worker, dietitian, and dental hygienist. The clinic staff works cooperatively with school nurses, coaches, counselors, classroom teachers, and school principals and their staff to assure that the school-based health center is an integral part of the life of the schools served.

Our shared goal is to help children succeed in school and in life by keeping them healthy, in school, and ready to learn. The district provides the following non-academic supports for students in special education:

Health services to meet student needs – nursing and non-nursing services (medication support, toileting, feeding and Behavioral services – from tiered interventions (in classroom) to special education classrooms that focus on behavior support (Positive Behavior Supports classrooms) Related services for students – speech, language, occupational, physical therapies; vision and deaf/hard of
Eagle Academy’s overall instructional model is supported by a mentoring program which we consider the backbone of our mastery system. It is the primary way in which individual classroom teachers support students’ non-academic needs. Our mastery program is based on the Habits of Success Competencies which include the following learning targets for students: I can demonstrate effective personal work habits to help me achieve my academic and personal goal; I can monitor my progress, set and track my goals, and create a post-secondary plan to ensure that I am college and career ready; I can build relationships with diverse individuals and expand my network of people who can help and support me; I can adhere to professional norms, effectively communicate and adapt to change in a variety of professional settings. Teachers use daily restorative circles for group mentoring that is tied to each of the Habits of Success.

Well-rounded Education

At Eagle Academy students are exposed to a curriculum that is in alignment with State Standards and our District’s Curriculum. Students can also choose from a variety of electives, including, but not limited to: drama, language, choir, band, orchestra, family consumer science, art, computer science, personal finance, coding, etc. The students also have access to clubs such as chess club, future city club, history club and national honor society. Students also have the opportunity to earn college credit through concurrent credit courses such College and Career or Physical Education.

In our Mastery model students have choice in how they show evidence of their learning. This allows students to engage the curriculum within their passion or interests.

Additional Opportunities For Learning

Every student at Eagle Academy must complete a Senior Project that is based on their post-secondary plan that they developed with the College and Career Counselor. This project includes post-secondary education as well as workforce opportunities and technical education programs. Students are also able to take dual credit courses through CWI or online courses through CWI.

The district has initiated a three-year professional development plan that began in the 2018-19 school year. The focus will be the College and Career Readiness component of the West Ada District Instructional Model as measured by the High Reliability Schools process developed by Robert Marzano.

School Transitions

We are creating a Mastery/Competency based system that teaches students how to learn and become lifelong learners.
Our focus is on Competencies as we need to remediate many skills, such as the academic competencies of critical reading and writing. We also focus on non-academic competencies such as: goal setting and tracking work towards goals; building networks; professionalism; seeking support; written communication in the workplace; decision making; growth mindset; and social awareness. These high-leverage skills (academic and non-academic) will help students to be more successful in their chosen path—whether that is going on to college or a career. We have also hired a College and Career Counselor that meets with every student and develops a post-secondary graduation plan with them. We have collaborated with CWI to offer dual credit courses and sponsor field trips to their campus, when not in a pandemic. Students are also allowed to take courses through CWI online platform while working in our school towards graduation.

**Professional Development**

The West Ada School District prioritized strong Professional Learning Communities as our foundation. Across our school, PLC teams are established and in various stages from basic meeting operation to high functioning teams. Some PLC’s are working with priority standards to create guaranteed and viable curriculum. Many are creating common formative assessments and evaluating student data as a team as well as designing content grade level interventions. We have a district wide commitment to collaboration, built into our Wednesday mornings with a late start for students.

Eagle Academy has an Instructional Coach that focuses on high impact instruction for teachers and PLC teams. Professional development is delivered within contract time as well as book study opportunities for continuing education credits. The Instructional Coach provides professional development for all staff as well as ongoing, embedded and individualized professional development for all teachers.

Often, the administrative team and the Instructional Coach plan the professional development together, based on the district instructional model and building goals. A future goal is to build capacity in teacher leaders and encourage them to take an active role in delivering professional development to their peers. District and individual school professional development is tied to the district College and Career Readiness component of the Instructional Model.

Along with schoolwide professional development, the district also provides various professional development opportunities for administrators. These sessions are aligned to the West Ada College and Career Readiness Instructional Model as well. Our goal is to align professional development opportunities between admin and teachers with the district Instructional Model incrementally and overtime.

Eagle Academy has developed PLCs with Meridian
Academy. Eagle Academy and Meridian Academy teachers meet weekly to build studios for our Mastery curriculum, when not in a pandemic. These are content teams as well as cross-curricular teams.

Family and Community Engagement
At Eagle Academy we involve parents in a variety of ways. Each student and parent participate in an orientation with the school Counselor and/or Principal and now virtually. This is a time for questions, suggestions and answers. We have parent, student, teacher conferences 4 times a year. This is where parents are directly involved in their student’s education. We also have a suggestion box on our website where parents and others can give input for the daily operations of our school.

Recruitment and Retention of Effective Teachers
West Ada School District has been a desirable place to work, the pandemic may have changed this, time will tell. The district has had no problem obtaining teachers who are HQT and are experienced in all but a few areas. Those areas are special education, EL, high school math and science, and career and technical fields. The district has approached these areas with a number of strategies. There are now “hard to fill” stipends that are available for teachers in specialty areas. The district has begun sending recruiters to hiring fairs across the Northwest.

The turnover of teachers is higher in some schools than in others. The district has employed strategies to help recruit and retain teachers in more challenging schools. One strategy is half to full-time instructional coach. Some high need schools are able to reimburse teachers for some classes the state requires for re-certification. This is in addition to the loan forgiveness programs in place from the federal government.

The district also works diligently to support teachers in hard to fill areas with support for alternative endorsements, through release time, support for classes as well as reimbursement where possible, for completing their additional endorsements.

It is the policy of the West Ada School District that all teachers and paraprofessionals hired meet Highly Qualified status. To serve that need, teachers and paraprofessionals must prove Highly Qualified status as part of the application process. These staff members are screened and are not allowed to interview unless they can prove Highly Qualified status.

Eagle Academy has benefited from the steps the District has taken. 100% of our teachers are highly qualified in their respective areas. What eventually needs to happen is that teachers need to become teachers of learning, teaching students how to learn, rather than teachers of content. Therefore, we will need teachers to be trained differently as
content is not as important as creating lifelong learners. We have had a 100% retention rate of teachers in 19-20 and 92% retention rate in 20-21.

The West Ada School District coordinates with other Federal, State, and local services as much as possible. The district has a well-established comprehensive school counseling program that serves all students. The school counseling program supports violence prevention by promoting and enhancing student learning by providing classroom and small group activities on the topics of bullying prevention, social skills, and personal safety. School counselors are also trained to assist individual students with skills that enable them to plan, manage, and monitor their own development. In addition, school counselors also offer individual and small group consultation designed to respond to immediate needs and concerns of both students and families. The district also coordinates with community programs to aid students and/or families that may be in need of additional community resources. The West Ada School District also has a partnership with Family Medicine Residency of Idaho to provide a school-based medical clinic, Meridian Schools Clinic. This clinic located on the Meridian Elementary campus provides free medical and dental care for all homeless children and youth in the West Ada School District. West Ada school nurses also have been able to locate local eye doctors and other specialists who have provided free services to homeless children and youth.

In addition, the Director of Federal Programs and Student Achievement for the West Ada School District meets regularly with other state, local, and district leaders such as the State Department of Education, Cities of Meridian and Boise, and District leaders such as the nutrition manager, counseling coordinator, special education director, fiscal operations manager, and district regional directors. These meetings are designed to update and share information regarding coordination of services, legislation, and policies for various schools.

Eagle Academy has a relationship with the Rotary Club of Eagle and Garden City where students are recognized for their persistence. The award is the Tom Bettger Persistence Award and students are honored with this award at a luncheon with the school and the Rotary Club.

Eagle Academy is also connected with Sources of Strength, a National Organization that helps to prevent suicide and support students by building upon their strengths.

Coordination and Integration With Other Programs

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

<table>
<thead>
<tr>
<th>Need</th>
<th>Need Description</th>
<th>SMART Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>At Eagle Academy our students come to us behind in grade level and skills. Our ELA ISAT proficiency rate was 28% in the spring of 2019. Due to the COVID pandemic we were unable to test in 2020.</td>
<td>Increase our graduation rate by 10% as measured by the class of 2021 cohort.</td>
</tr>
</tbody>
</table>

### Evidence-Based Interventions: Discussion Topics

<table>
<thead>
<tr>
<th>Intervention Strategy</th>
<th>What evidence level of criteria does this strategy meet?</th>
<th>How the intervention meets the definition of &quot;Evidence Based&quot;</th>
<th>Describe how the intervention will be monitored and evaluated for effectiveness</th>
<th>Remove</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highly Reliable Schools</strong></td>
<td>Strong Evidence</td>
<td>High Reliability Schools based on R. Marzano's research outlines levels of operation that must be established to set leading indicators and monitored with lagging indicators on a continuous basis.</td>
<td>District Team, Yearly meeting with school team to certify beginning with Level 1 - Safe and Collaborative Culture in Spring 2019. The school Leadership Team will meet twice a month to collect ongoing evidence for meeting the indicators.</td>
<td></td>
</tr>
<tr>
<td><strong>Visible Learning</strong></td>
<td>Strong Evidence</td>
<td>Learner dispositions are a central component of John Hattie's work. Professional Development for Title 1 staff will begin in 2018-19.</td>
<td>Learner Disposition defined and implemented school wide. The instructional coach,</td>
<td></td>
</tr>
</tbody>
</table>
1- ISAT Intervention

---Interventions are based on the questions from the Idaho ISAT - Interim Blocks.

1- Mastery Learning

---Research by Marzano et al. (2017) and Hattie (2018); indicate that “competency-based” models show strong promise—especially with at-risk students. Mastery models, where students must “master” knowledge and skills before moving to the next concept shows an effect size of 0.57—which is above the d=.40 “desired effect” range. Marzano (2017) has competency/mastery learning at the pinnacle of the High Reliability Schools Framework, indicating it as necessary for development of a truly reliable system. Professional development & planning our path began in 2014. We are currently in year 3 of implementation through the IMEN cohort. http://www.sde.idaho.gov/mastery-ed/

Data is regularly collected and shared with the Mastery Learning Leadership Team. This team consists of staff members: Content Specialist are using pre- & post skill assessments using the competency continua.
2. Identify the resource inequities which are barriers to improving student outcomes.

Our main resource is our Mastery Learning program and the support we gain from the Idaho Mastery Education Network, IMEN. We belong to this Network and receive funds and professional development opportunities from this resource. We use the funds from IMEN to purchase a learning platform, SLATE, that is supported by an affiliation with Building 21, a non-profit Educational Organization out of Philadelphia. The West Ada School District provides the resources for Highly Reliable Schools, Implementing Professional Learning Communities and Visible Learning professional development. Our ISAT interventions are also provided by the district through a Mathspace web based program as well as ELA interventions written by our District Curriculum Coaches.

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.westada.org/Domain/53

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

A district team as well as the school leadership team will monitor and evaluate the effectiveness of the Schoolwide Improvement Plan each spring and fall until all goals are met.

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 an 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.

LOYBING; 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. DEBARMMENT, 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: Shumway.Denise@westda.org at 11/9/2020 4:36:34 PM