

JEFFERSON HIGH SCHOOL (1143)

Submitted by: Chmartin@sd251.org at 10/29/2024 3:27:39 PM

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position and their email address. Include teachers, principals, parents, and other school leaders.

Stakeholder Name	Position	Email Address	Remove
Sherry Simmons	Secondary Education Director	ssimmons@sd251.org	<input type="checkbox"/>
Angel Wadsworth	Principal	awadsworth@sd251.org	<input type="checkbox"/>
Brooks Strong	Teacher	bstrong@sd251.org	<input type="checkbox"/>
Nichole Weekes	Teacher	nweekes@sd251.org	<input type="checkbox"/>
Lorina Morris	Community School Coordinator	lmorris@sd251.org	<input type="checkbox"/>
Shanda Judy	Parent	shandajudy@gmail.com	<input type="checkbox"/>
Jesus Escobar lopez	Adult Student	JE20710@sd251.email	<input type="checkbox"/>

Needs Assessment

School Leadership Team

Jefferson High School has established a School Leadership Team, comprised of the administrator, three general education teachers, and the school counselor, with the building administrator leading the team. The Leadership Team meets at least once monthly to discuss items on the shared agenda. Each team member has a voice and access to add items to the team's agenda. The team frequently discusses current problems such as chronic absences and excessive tardies. The team focuses on student barriers to accessing their education and possible solutions to those barriers. The School Leadership Team plans school wide activities that will foster school community and encourage students to be members of our community. Communication between the school and district leadership occurs weekly with face to face meetings between building administrator and Director of Secondary Education. Communication to internal stakeholders is handled by the Leadership Team members being responsible for ensuring non-member staff are informed of topics of discussion, plans, and other items. Communication to external stakeholders is accomplished with monthly newsletters, updates to school website, and more frequent school messages through text, call, or email.

School and Community

Jefferson High School is comprised of roughly 110 ninth through twelfth graders, all of which have been identified as being high-risk students for dropping out. Teacher retention has been a success for the past couple of years, with all teachers being there the past three school years. However, the building administrator is new this school year although, not new to the school district. Although, there is a new administrator, many process and procedures have remained in place.

Academic Achievement

Graduation Rate:
2021- 59.2%
2022- 60.5%
2023- 58.3%

Given the high-risk youth status of the students at Jefferson High some possible contributing factors for the lower than ideal graduation rate are:
-many of the senior students are returned drop-out students, some of which drop out before meeting the state graduation requirement
-some students are already parents or expecting parents
-roughly 5% of students have entered the juvenile justice system and are on probation
-many others lack the parental support to foster academic success
-roughly 75% of students score below proficient in both ELA and Math according to ISAT as well as MAP

Student Learning Needs

Jefferson High School tries to be proactive in the academic success of students. Each student is assessed three times annually in English Language Arts and Math using the MAP Assessment. Additionally, 11th grade students are assessed in ELA, Math, and Science with the ISAT. However, based on these assessments the students that attend Jefferson High School have historically scored below the level of proficiency. Jefferson High School, uses their Professional Learning Team, which is made up of all certified employees as well as the Title 1 paraprofessional, School Counselor, ESL coach, and School Counselor to identify a root cause in order to create student centered plans of action. The results of these assessments help determine how the school targets student support. Students that score below basic or basic are identified and supported by our Tier Three support staff within their general education classrooms. Students that are identified as being English Language learners receive additional support within their learning

environments by the ESL coach. Students who are in need of additional intervention are provided with smaller, more intensive instruction during the District's Friday Intervention time.

Jefferson High School also collaborates with its Building Capacity coach in order to better meet the needs of our students.

Core Curriculum

Jefferson High School utilizes Gradient Learning as the platform for our content specific curricula. Illustrative Math is utilized for both Algebra and Geometry. OpenSciEd is the primary curriculum for Biology, Physics, and Environmental Science. ODELL is the primary curriculum for English Language Arts. MRU, National Constitution and OER are utilized for History and Economic content. Jefferson High School relies on the State identified Essential Standards in order to ensure that students continue to work towards grade appropriate standards with rigor.

Jefferson High also utilizes independent study courses created by BYU and our traditional high school to allow for flexibility in the learning model and to accommodate unique student schedules.

Core Instruction

The teachers at Jefferson High School work tirelessly to meet the unique learning needs of each student. It is a frequent practice for teachers to adapt and differentiate instruction to allow all students to access the content and to show progress towards grade level standards. As a school, we use the results of the fall MAP test to target additional support and content areas of need. Teachers use formative assessment procedures such as exit tickets, observation, pre and post tests to inform student need. Students are asked for feedback on preferred learning models and provided with options based on their input and preferred learning styles. At Jefferson High School, the students' least restrictive environment is evaluated frequently however, support is preferably provided within the general education classrooms so that all students are present and afforded the opportunity to hear instruction towards the grade level standards.

Alignment of teaching and Learning

Jefferson High School has established a culture of being a Professional Learning Community dedicated to supporting students in mastering grade level essential standards and ultimately reaching the graduation requirements as established by the State. The staff at Jefferson High meet weekly to discuss students who may be struggling, either behaviorally or

academically, in order to determine a root cause so that a plan of action can be created and implemented. All teachers at Jefferson High School, regardless of content specialty, analyze the ELA and Math results of the MAP assessments and collaborate on areas of strength and weakness. Additionally, the teachers at Jefferson High participate in District wide professional development opportunities. As well as seek out external professional development that is specific to their content areas.

Universal Screening

The students at Jefferson High are screened three times per year using the NWEA MAP assessment in both ELA and Math. Students who are identified as being English Language Learners are also assessed using the ACCESS assessment. In addition, students who are suspected to have a disability are referred to the School's Evaluation Team for a special education evaluation consideration. Jefferson High School utilizes data cards and data sheets to document student achievement data. Parents are provided information regarding performance on these assessments at Parent Teacher Conferences and with program specific parent reports.

Tiered Instruction and Academic Interventions

Jefferson High School prioritizes push-in interventions in order to ensure that no students miss out on standard specific instruction. Given the instructional practices at Jefferson High, several students receive small group (less than 3) or more frequently used individual support during live lessons. Students who have been identified as having disabilities also receive special education support within their least restrictive environment. Being a School Wide Title 1 School, there is a full time paraprofessional that supports students by reteaching, preteaching, and preloading vocabulary. Additionally, students who require more intensive intervention in any of their three current classes, the District has dedicated Friday to be a student intervention/extension day. Roughly 35% of the student body is requested for this dedicated intervention opportunity.

Learning Time

Jefferson High School's instructional hours start at 8:20 and conclude at 3:20, Monday-Thursday. As mentioned previously the District has dedicated from 8:20-12:50 each Friday for Intervention or Extension. The school day at Jefferson High School consists of three 110 minutes instructional periods dedicated to core subjects, one 50 minute period to allow for Mentorship or Community Building, and a 35

minute lunch. Giving all students 1,520 instructional minutes per week and 1,790 minutes per week for those in need of intervention on Friday. The school district also offers a summer school program to allow for students to recover credits if needed.

Jefferson High has several varying activities in place to address non-academic needs.

The School recently became a Community School and is working to set up resources to address the unique needs of our students.

Jefferson High also implemented dedicated time to build Community with our school. This time also provides students with the opportunity to learn about and visit post-secondary education options, varies trades, or enlistment.

Jefferson High School has a full time counselor that also serves as a College and Career Advisor for each student. The counselor provides intentional lessons on social skills that may be deficit. In addition, she seeks out Advanced Opportunity opportunities for the students of Jefferson High.

The School also utilizes a mentorship model that allows each student to be assigned to and closely monitored by one of the teachers.

Jefferson High's Community School Coordinator arranges for a food pantry, hygiene kits, and other resources to help support student needs that may be barriers to their ability to access and benefit from their educations.

Non-Academic Student Needs

Jefferson High School is a unique setting with a relatively small sized staff, however, there are a variety of classes offered to students. In addition to in person taught ELA, Math, Science, and Social Studies courses; Jefferson High has a full time CTE teacher that offers courses such as child development, cooking classes, teen and adult living, etc. Beyond the in person classes offered, Jefferson High School also offers independent study classes that allows for flexibility in scheduling in order to allow even full time working students to continue to make progress towards meeting graduation requirements.

Well-rounded Education

Jefferson High School fosters the belief that all students should be Enrolled, Employed, or Enlisted. With this vision in mind, Jefferson High

Additional Opportunities For Learning

School provides ample opportunities for students to become familiar and to explore their desired post-secondary options.

Jefferson High School allows our working students to earn up to 4 elective credits from the work they do at their place of employment through our Career Mentorship program.

The school frequently invites stakeholders from the community to come share their knowledge and expertise with the students.

School Transitions

Jefferson High School supports students so that they are able to transition into the adult world. Students are provided opportunities to learn about a variety of college, trades, enlistment or employment opportunities. Students are explicitly taught how to appropriately advocate for themselves and how to access resources available to them.

Professional Development

A variety of Professional Development opportunities are provided to the certified staff at Jefferson High School. Several of the staff participated in a Summer Training Program for the primary curriculum platform. Teachers have sought out and the school has supported professional development specific to their content areas. The teachers of Jefferson High participate in professional development that targets school safety. They also participate in District provided professional development on the PLC process.

Jefferson High School actively works to create a PLC culture, meeting weekly to discuss students and to implement the PLC process. In addition, the school has created a Guiding Coalition that helps drive the PLC process and determine school wide needs that can be supported through the PLC process.

Jefferson High School welcomes the support and input provided by the Building Capacity coach and seeks out support from neighboring alternative high schools.

Professional Development needs are determined by the Guiding Coalition and Leadership teams. Once the need has been identified and agreed upon, resources are identified and secured.

Jefferson High School also utalizes their assign ESL coach to provide professional development

on instructional strategies for our ELLs.

The School also relies on the District's Student Services department to provide professional development on 504 and IDEA.

Family and Community Engagement

Jefferson High School does have a Family Engagement Plan in place as part of their Title 1 requirements. The plan includes several opportunities for parents to participate such as Parent Teacher Conferences four nights per year, a Career night, Student Success nights, etc.

In addition to the Family Engagement Plan, Jefferson High School dedicates 100 minutes per week to Community Time. During this time, students are able to interact with members of community as well as with their peers in order to learn social skills that seem to be lacking such on conversation, turn taking, being a good team member, or even how to lose appropriately.

Jefferson High School also values community service by seeking out opportunities that the students can give back and by requiring students dedicate some time to community service as part of their Senior Projects.

Recruitment and Retention of Effective Teachers

Jefferson High School's teachers are all State Certified however, several are alternate authorization certified. All teachers at Jefferson High School returned for the current school year and have taught at Jefferson High for at least three years. Only one of the teachers and the administrator at Jefferson High have met Advanced Professional status.

Coordination and Integration With Other Programs

Jefferson High School has been identified as a School Wide Title 1 School and is supported with a full time Title I paraprofessional.

The administrator at Jefferson High participates and collaborates with the local Juvenile Justice system and juvenile Probation Officers.

Jefferson High School was recently names a Community School and is actively working to assess student need and to find resources within our local community to address those needs and remove present barriers.

- [ISAT](#)
- [Graduation Rate](#)
- [English Learner Progress](#)

- [College/Career Readiness](#)

Math

2023-2024

Advanced Proficient Basic Below Basic

School	0.0 %	4.3 %	13.0 %	82.6 %
District	24.5 %	25.8 %	26.5 %	23.3 %
State	20.9 %	22.3 %	26.0 %	30.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	0.0 %	4.5 %	95.5 %
District	22.0 %	25.8 %	27.5 %	24.7 %
State	19.3 %	22.2 %	26.8 %	31.7 %

2021-2022

Advanced Proficient Basic Below Basic

School	0.0 %	0.0 %	10.0 %	90.0 %
District	22.3 %	26.3 %	26.9 %	24.5 %
State	20.0 %	22.7 %	27.2 %	30.1 %

ELA

2023-2024

Advanced Proficient Basic Below Basic

School	5.3 %	5.3 %	15.8 %	73.7 %
District	24.4 %	32.3 %	21.8 %	21.6 %
State	23.7 %	30.3 %	21.9 %	24.1 %

2022-2023

Advanced Proficient Basic Below Basic

School	5.0 %	5.0 %	25.0 %	65.0 %
District	22.9 %	31.2 %	21.3 %	24.6 %
State	22.1 %	30.1 %	22.5 %	25.3 %

2021-2022

Advanced Proficient Basic Below Basic

School	10.0 %	0.0 %	10.0 %	80.0 %
District	23.6 %	32.8 %	21.9 %	21.7 %
State	23.9 %	31.6 %	22.5 %	22.0 %

Science

2023-2024

Advanced Proficient Basic Below Basic

School	0.0 %	16.7 %	33.3 %	50.0 %
District	9.7 %	33.4 %	34.0 %	22.9 %
State	9.9 %	32.2 %	35.1 %	22.8 %

2022-2023

Advanced Proficient Basic Below Basic

School	0.0 %	8.0 %	32.0 %	60.0 %
District	8.9 %	32.4 %	34.2 %	24.6 %

State	9.4 %	32.2 %	34.5 %	23.9 %
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2021-2022

Advanced Proficient Basic Below Basic

School	0.0 %	5.9 %	35.3 %	58.8 %
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District	7.5 %	32.1 %	36.3 %	24.1 %
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State	8.8 %	32.6 %	36.0 %	22.6 %
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2022-2023

Four-Year Graduation Rate

School	58.3 %
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District	84.4 %
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State	81.1 %
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2021-2022

Four-Year Graduation Rate

School	60.5 %
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District	82.2 %
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State	79.9 %
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2020-2021

Four-Year Graduation Rate

School	59.2 %
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District	84.5 %
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State	80.1 %
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EL Proficiency

2023-2024

Percent of EL Students Reaching Proficiency

School	0.0 %
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District	12.6 %
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State	9.0 %
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2022-2023

Percent of EL Students Reaching Proficiency

School	12.5 %
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District	13.5 %
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State	8.7 %
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2021-2022

Percent of EL Students Reaching Proficiency

School	0.0 %
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District	4.9 %
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State	10.0 %
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EL Progress

2023-2024

Percent of EL Students Making Progress

School	16.7 %
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District	43.2 %
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State	45.8 %
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2022-2023

Percent of EL Students Making Progress

School	12.5 %
District	50.2 %
State	55.9 %

2021-2022

Percent of EL Students Making Progress

School	0.0 %
District	37.8 %
State	50.5 %

2023-2024

Participation in College and Career Readiness Courses

School	46.7 %
District	86.7 %
State	80.7 %

2022-2023

Participation in College and Career Readiness Courses

School	34.8 %
District	78.8 %
State	80.4 %

2021-2022

Participation in College and Career Readiness Courses

School	58.3 %
District	79.0 %
State	80.0 %

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: Chmartin@sd251.org at 10/29/2024 3:27:39 PM