

RICHARD MCKENNA CHARTER SCHOOL - ONLINE (0870)

Submitted by: jwood@rmckenna.org at 12/29/2025 4:08:47 PM

*Note: All tabs must be activated before they will print***SWIP Purpose**This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- ☒ CSI UP plan – for state approval
- ☐ CSI Grad plan – for state approval
- ☒ TSI/ATSI plan – approved by the LEA
- ☐ Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- ☐ Annual school level Title I-A plan
- ☐ District level use

Stake Holders

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Dennis Wilson	Superintendent	dwilson@rmckenna.org	<input type="checkbox"/>
Jonathan Wood	Principal	jwood@rmckenna.org	<input type="checkbox"/>
Kim Flick	SPED Director	kflick@rmckenna.org	<input type="checkbox"/>
Irene Garza	Lead Academic Advisor	igarza@rmckenna.org	<input type="checkbox"/>
Kristi McBride	Teacher / EWS Team Lead	kmcbride@rmckenna.org	<input type="checkbox"/>
Marika Clough	Teacher / Intervention Team Lead	mclough@rmckenna.org	<input type="checkbox"/>
Randal Feaster	Parent	██████████@gmail.com	<input type="checkbox"/>
Brooks Hill	Teacher	bhill@rmckenna.org	<input type="checkbox"/>
Mark Peterson	Teacher	mpeterson@rmckenna.org	<input type="checkbox"/>

Needs Assessment

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

[Needs Assessment Guidance](#)**Topic****Summarize your current reality in this area.****What are some barriers/challenges you have in this area?****What are the opportunities for growth in this area?**

School Leadership Team

Changes have been made to the school leadership team's structure to make it more effective and engage the entire staff through focused projects/teams. We have assigned leaders who head smaller groups. These team leaders are then part of the leadership team and meet monthly to share progress made in their individual teams. We believe this will be more effective than the previous leadership team structure and will engage all staff in continuous improvement.

The leadership team needs to identify the key data we want to track and better incorporate it into decision-making.

We need to distribute data in a format that is actionable to teachers and distribute it regularly and consistently, and develop teacher training on reviewing their data and adapting instruction to it. We have begun the practice of rostering students who complete the NWEA Map assessments based on their courses/teachers so that the course curriculum and teacher data are actionable at the classroom level.

Decisions are made with teacher input and stakeholder communication, and have improved both internally and externally. The school communicates updates of what we are doing and celebrates successes on a weekly basis, as well as a staff newsletter being sent out monthly.

Academic Achievement

Students complete the NWEA MAP assessment upon enrollment and traditionally have completed it again in the fall, winter, and spring. This year, we have moved to students completing the MAP assessment at the end of their ELA and Math courses so that data is connected to the course curriculum and teacher.

This new process will allow teachers to see their own direct growth data of their students and can provide actionable data to improve student outcomes.

Tier 1 Instruction (Core)

The EWS team monitors all students. Students who struggle to complete assignments and engage in courses are migrated to tier 2.

Administration reviews teacher workloads weekly due to our rolling enrollment model and balances enrollments to ensure teaching loads do not exceed capacity.

Teachers undergo a fall observation, including a conference with the principal to discuss their data points and instructional practice. The annual IPLP is updated collaboratively, and a written summary of the meeting is provided to the teacher.

Teachers also undergo a spring observation and evaluation, which includes a conference with the principal. Teachers present their written reflection and finalize their IPLP, which becomes part of their evaluation file.

Tier 2/3 Instruction (Interventions)

We have assigned a dedicated team to evaluate our current tier 2 intervention courses (Math and ELA Boost) to determine their effectiveness and whether we should proceed with a program that enhances student growth. Early analysis and research by the team has led them to the conclusion to migrate the outside product we use that better integrates with our LMS and that integrates NWEA MAP data to drive student growth.

The selection of students for intervention courses has been inconsistent and largely driven by a single decision-maker. Part of our evaluation of the program is to develop a consistent selection criterion.

Tier 3 intervention focuses on placing students with learning coaches who meet regularly a few times a week with students. Student goals that learning coaches work on can be academic, behavioral, or both.

Professional Development

The current PD program consists of the following:
 Six in-service days throughout the school year.
 Vector Trainings
 DLAC Learning Palooza
 DLAC IgNite Conference February.
 Staff Newsletter
 10 Minute Tuesday (Tech/Teaching Tips)
 Monthly videos from the principal.
 Weekly Tips from the ELL teacher on working with ELL students.
 A summer data analysis and professional development retreat.
 Staff also have access to a dedicated Director of Course Design, who acts much like an instructional coach in the online environment.
 The ongoing PD opportunities are robust, but “onboarding” PD is lacking. A team has been appointed this year to develop a dedicated “new teacher” training curriculum to assist new teachers in transitioning from classroom instruction to effective online instruction.

Recruitment/Retention of Effective Teachers

We have near-0 turnover, although we are beginning to see our most experienced teachers retire, and it is likely we will see an average of one teacher retire each year for the foreseeable future.
 We don’t currently have an official mentoring program for new teachers. Some staff members take it upon themselves to do it, but there isn’t an official program for it. We plan to appoint a dedicated team in 2026-27 to develop a formal mentoring program for new teachers.
 A team has been appointed this year to develop a dedicated “new teacher” training curriculum to assist new teachers in transitioning from classroom instruction to effective online instruction.

Climate / Culture

Continuous positive communication between teachers, students, parents, and co-teachers. Staff are trained to use phone calls instead of emails to communicate about difficult situations.
 Weekly principal updates and a list of weekly graduates are distributed each week.
 Teachers believe in what we are doing as a school and trust each other and the administrative staff.
 We engage students and staff in social activities, including 2-5 “field trips” a year, 2 graduation ceremonies, and a student prom. This year, we have launched our first student clubs and assembled a protocol for students to form and lead their own clubs.
 On a somewhat inconsistent basis, we post student Spotlights on social media, particularly as they near graduation.

Graduation Rate

Teachers and support staff utilize the graduation plan and summary page to assess students’ progress.
 When teachers see that a student is falling behind in credits or failing, teachers need to bring the student's name to the EWS team or Kristi McBride.
 New course start dates every Monday. Courses can be finished early, so there are opportunities to make up credits throughout the school year.
 Teachers with seniors are checking weekly with them to promote finishing courses.
 The school enrolls juniors and seniors who have a history of failing courses in the SOAR program, which pairs them with a mentoring teacher who helps them develop weekly plans to complete their work and build executive function skills.
 We are currently transitioning elective courses to a shorter length that

better-aligns with the state's 60 hour requirement to earn a credit from the current 90 hours that courses are schedule. This will allow students to accumulate 4 more credits in a school year, which aligns with the typical credit-acquisition rate of other schools.

Academic advisors have been directed to identify and coordinate with strong students to enroll in Advanced Opportunites instead of "waiting" for students to request information.

Absenteeism

Students must complete their work to be considered present in the online environment.

Protocols such as the SOAR program and EWS intervention levels work to communicate with students and parents regularly to ensure students are completing work. Any students (and/or parents of those students) who are not "on pace" in their classes are contacted every week until they are on pace.

Parents of chronically "absent" students are asked to attend a meeting with the principal to develop a plan of action to improve student engagement.

Other

A protocol/system to distribute MAP scores to families to engage them as stakeholders in their child's education and progress needs to be developed.

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. Goals should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based Interventions.

- **Example SMART Goal Template:** By (month/year), (who/what) will increase/decrease (amount) (%/points to (desired level) as measured by (tool/assessment/data set).
- **Example SMART Goal:** By May 2025, our math proficiency rate will increase 8 percentage points to 33% of our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need	SMART											
1	<p>Goal: 250 <small>characters max</small></p> <p>By Spring of 2028, MATH proficiency will increase 10 percentage points to 22% as measured by the Spring MATH ISAT assessment.</p>	<input type="checkbox"/> Remove										
<p>Area of Improvement: Math Achievement / Growth</p>												
<p>Evidence-Based Interventions: Definition of Evidence-based Levels</p> <table border="1"> <thead> <tr> <th>#</th> <th>Strategy</th> <th>Evidence-Based</th> <th>Measured for Effectiveness</th> <th>Remove</th> </tr> </thead> <tbody> <tr> <td></td> <td>Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</td> <td>Well-designed and well-implemented studies to support the strategy listed</td> <td>Who will monitor this strategy? How often? Using what tool/assessment/data set?</td> <td></td> </tr> </tbody> </table>			#	Strategy	Evidence-Based	Measured for Effectiveness	Remove		Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row	Well-designed and well-implemented studies to support the strategy listed	Who will monitor this strategy? How often? Using what tool/assessment/data set?	
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Strategy Category:

Building Cohesive Curriculum & Instruction ▾

Strategy:

In this process, we determined that our use of IXL for our “Boost” classes did not provide students with specific skill development needed because of the open nature of IXL. We determined that because we already use the NWEA Map assessment to track student growth, we could better align student learning activities in Boost classes if we used a platform that could import student MAP data to customize Boost students’ learning plans. A subcommittee identified a product from Imagine Learning that would better align with our data and practices. We expect that this new program will continue to demonstrate growth in both ELA and Math. We also believe that more students will experience that growth because more will be enrolled in Boost courses and the students with the highest needs will receive targeted “side-by-side” help from learning coaches. Long-term, we believe students’ ISAT proficiency will also increase because of the support that is focused on and responsive to their skill levels.

1-1

Evidence Level:

Strong Evidence ▾

Cite/Link research to support the Evidence level chosen:

Bernhart, V.L., (2018). Data analysis for continuous school improvement. 4th ed. Routledge

Monitoring/Evaluation:

The plan will be monitored by the school’s leadership team at monthly meetings, using the most recent NWEA Map data. Additionally, the leadership team will distribute classroom-level data to teachers and professional development on interpreting and acting on the data will be provided at one fall and one spring inservice.

Need
2**SMART****Goal:** 250
characters max

By Spring of 2028, ELA proficiency will increase 10 percentage points to 51% as measured by the Spring ELA ISAT assessment.



Remove

Area of Improvement:

ELA Achievement / Growth ▾

Evidence-Based Interventions: Definition of Evidence-based Levels

Strategy
Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?
List each strategy in a separate row

Evidence-Based
Well-designed and well-implemented studies to support the strategy listed

Measured for Effectiveness
Who will monitor this strategy? How often?
Using what tool/assessment/data set?

Remove

2- Strategy Category:

1 Building Cohesive Curriculum & Instruction ▾

Evidence Level:

Strong Evidence ▾

Monitoring/Evaluation:

Strategy:

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Cite/Link research to support the Evidence level chosen:

Bernhart, V.L., (2018). Data analysis for continuous school improvement. 4th ed. Routledge

The plan will be monitored by the school’s leadership team at monthly meetings, using the most recent NWEA Map data. Additionally, the leadership team will distribute classroom-level data to teachers and professional development on interpreting and acting on the data will be provided at one fall and one spring inservice.

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

Traditionally, we have not had staff to provide substantive "side-by-side" help with students. This year, we have multiple learning coaches to address this need.

3. Where will this improvement plan be publicly available?

mckennaonline.org

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

The plan will be monitored by the school’s leadership team at monthly meetings, using the most recent NWEA Map data. Additionally, the leadership team will distribute classroom-level data to teachers and professional development on interpreting and acting on the data will be provided at one fall and one spring inservice.

Upload Files

Files

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

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

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

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

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and the Secretary to perform their duties under each such program; and
 - B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

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

DISCRIMINATION

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

of handicap;

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

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

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

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

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

or

2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

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

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

UNIFORM GRANT GUIDANCE

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

CERTIFICATION

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

