FORT HALL ELEMENTARY SCHOOL (0387)
Submitted by: walkrebe@sd55.org at 10/12/2026 10:15:33 AM
Approved by: pdalrymple@edu.id at 10/15/2026 10:17:13 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*

- [x] 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
- [x] Annual school level Title I-A plan
- [x] 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
Ryan Wilson	Assistant Superintendent	wilsryan@sd55.org	☐
Debbie Steele	Fort Hall Elementary Principal	steedebr@sd55.org	☐
Darrell Warner	Second Grade/Content Teacher	warndarr@sd55.org	☐
Tyler Wood	Fifth Grade/Content Teacher	woodtyle@sd55.org	☐
Vanessa Arviso	Fourth Grade Paraprofessional	arvivane@sd55.org	☐
SusAnn Proctor	K-5 Special Education Teacher	procsusa@sd55.org	☐
Jodi Togiai	Capacity Builder	togijodi@sd55.org	☐
Kathy Luras	ELA Coach	kathyluras@gmail.com	☐
Desirae Wheeler	Parent/Community Member	dwheeler@sbtribes.com	☐
Elena Beasley Eldridge	Indian Ed Para/Parent	beaselen@sd55.org	☐
Ashley Armstrong	School Counselor	armsashl@sd55.org	☐
Rebecca Stewart	Interventionist	stewrebe@sd55.org	☐

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	We currently have a strong leadership team with the principal, one teacher from our K-2 team, one teacher from our 3-5 team, a sped teacher, our interventionist, our ELA coach, and a capacity builder. Our community members are vital as we collaborate with them to determine needs of the community and to help us establish best practices. We are working to build stronger communication and collaboration between our leadership and their PLC groups so everyone is fully informed of our decision-making practices.
Academic Achievement	We conduct gallery walks at least quarterly to drive teacher Tier 1 Instruction, para push-in activities, and interventions. It also allows teachers time to collaborate and learn from one another using the data that affects our entire school and give us focused professional development specifically working on the needs of our school.
Tier 1 Instruction (Core)	Our main focus this year is on Tier 1 Instruction. We have purchased numerous practice activities for Essential Standards at each grade level in ELA and Math so teachers can build practice activities into their lesson plans as they focus on backward design to help students achieve mastery. We continue to have a para at each grade level and are continuing to focus on para push-ins to help students work in smaller groups. All teachers are required to share their weekly lesson plan templates with the administrator and walk-throughs are conducted regularly to compare the lesson plans with the Tier 1 Instruction. We are working to teach the District Determined Curriculum to fidelity. We are still focusing on Teach Like a Champion strategies. We are also utilizing our sister school as we use peer observations to strengthen our TLAC instruction.
Tier 2/3 Instruction (Interventions)	Tier 2/3 Instruction is provided to students below the 17th percentile on a push-in and pull-out support by the Interventionist and the Sped Teacher. Interventions occur daily based on the needs of the individual students.
Professional Development	The leadership team meets bi-weekly to go over data for ELA and math for all students in K-5 and plan appropriate professional development for staff based on the needs of the students and the staff. Professional development is offered to faculty during bi-weekly faculty meetings and during District Inservice Days throughout the school year.
Recruitment/Retention of Effective Teachers	We have retained effective teachers over the past six years and continue to work collaboratively as a team to ensure the needs of the students are met. We have a brand new kindergarten teacher as ours moved into the interventionist position. We are fortunate that the mentorship between the two are strong and provides our new teacher with the support necessary to feel successful in the classroom.
Climate / Culture	We have shifted our classroom so that K-2 can work more collaboratively in a PLC and grades 3-5 can do the same. We are also meeting quarterly as a whole group PLC to strengthen collective teacher efficacy and collaboration as a whole. As a whole, the climate is positive with support for every teacher at every grade level. Our paras and teachers work well together and collaborate effectively on best practices for reaching all students. Our secretary is the heart of the school and the liaison between families and staff, keeping our communication lines open and strong.

Graduation Rate	NA
Absenteeism	Our attendance rate last year averaged between 94-96 percent. This was a goal of focus over the past three years, but with the success we have achieved, we have removed this goal to focus on other academic goals we feel are more significant at this time. Our partnership with Fort Hall Police Department has provided us the support we needed to address chronic absenteeism. Also our rewards and incentives for attendance have effectively helped us achieve this goal.
Other	We still feel we need to strengthen our PLC's and the work we are doing there. Our leadership team has asked that we establish more protocols and roles. With our data reflections, we want to focus on the "How" and ways to get to our goals. Our leadership team feels we could do a better job of communicating with our PLC groups. We would like to utilize our leadership team to provide the professional development to the staff. We are seeing an incline in behaviors in the younger children joining our school so we have trained all of our certified staff in CPI and are in the process of training our para professionals in CPI and SESTA so we can stay ahead of the curve.

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% our students reaching proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need 1	**Area of Improvement:** ELA Achievement / Growth	**SMART Goal:** *250 characters max*	Remove
		IRI ELA - By May, 2027, FHE students, K-3, will increase from 32% proficiency to 39% on the spring IRI assessment. ISAT ELA - By May 2026, FHE students in grades 3-5 will increase from 13% Proficient	

or Above to 18% on the ISAT Summative Assessment.

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?*	**Remov**
1-1	**Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:** Teachers will continue to utilize backward design lesson planning to determine and meet the academic needs of their individual students by clearly identifying and prioritizing the Essential Idaho Standards and building plans centered around HMH Into Reading and enVision Math as per their training provided September 1-September 30 through the CSI-Up Mini Grant. Teachers will highlight in HMH & enVision what is essential, and utilize the pacing guide to focus on essential standards.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* What Works Clearinghouse dictates the following programs are evidence-based: Amira, Heggerty, UFLI Reading Program, Houghton Mifflin Harcourt.	**Monitoring/Evaluation:** Lesson plans are submitted to the principal weekly. The principal takes the lesson plans into observations monthly to ensure fidelity to the Essential Standards and the curriculum. Accountability for Tier I instruction will include consistent, monthly feedback from the principal and ELA coach. Faculty collaborates regarding ELA instruction and interventions. PLC teams meet twice a month. Meeting will include an agenda and data to drive instruction. PLC teams will report data and growth to the Leadership Team. The Leadership Team will then decide on appropriate professional development to teach best practices. Interventionist, ELA coach, and capacity builder attend PLC meetings. Faculty meeting monthly to discuss student data and develop further interventions. Continue PLC Teams with a focus on data driven decision making.	☐
1-2	**Strategy Category:** Interventions / Credit Recovery	**Evidence Level:** Strong Evidence	**Monitoring/Evaluation:**	☐

Strategy:

Evidenced Based Interventions: Lalilo/Freckle for K-5th grades, Heggerty Phonemic Awareness Program, UFLI Reading Program Fluency binders for K-3, Foundational Skills Explicit Instruction Routines and Videos. Practice activities linked to Essential Standards and Word Origin for grades 3-5.

Cite/Link research to support the Evidence level chosen:

What Works Clearinghouse dictates the following programs are evidence-based: Amira, Heggerty, UFLI Reading Program, Houghton Mifflin Harcourt.

ELA Push-ins have been used this past year, but have not been utilized to fidelity. This year, UFLI Reading Program Intervention will take place Monday through Thursday as a whole group for Kindergarten and in ability-leveled small groups for first and second grades. Para Push-ins will be called BRAG Walk (Bun-gus Reaching Amazing Goals) and are scheduled for grades 2 and 3 for 30 minutes Tuesday through Thursday and grades 4 and 5 for 30 minutes Tuesday through Thursday. This time allows for small group centers of practice with the Essential Standards. These centers will be monitored through teacher check-out of activities and through principal observations.

Monitoring/Evaluation:

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

What Works Clearinghouse dictates the following programs are evidence-based: Amira, Heggerty, UFLI Reading Program, Houghton Mifflin Harcourt.

Our teachers have been using HMH Into Reading for the past four years. We are utilizing our capacity builder Jodi Togiai and our ELA coach Kathy Luris to observe, model and coach teachers using HMH. During this process, teachers are scheduled to complete peer observations with peers from FHE and Jefferson School as they use Teaching Like A Champion strategies in their HMH instruction.

Strategy Category:

Developing Effective Teaching

1- **Strategy:**

3 ELA Core Curriculum-Grade level Houghton Mifflin Harcourt Reading program for 90 minutes 4 days a week.

1- **Strategy Category:**

4 Improving School Culture & Climate

Strategy:

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Monitoring/Evaluation:

Starting in October, grades 3rd-5th will

ELA ISAT Interims grades 3-5, block interims monthly from September until March for review of ISAT content and test taking procedures.	What Works Clearinghouse dictates the ISAT is the summative evaluation used by the State of Idaho.	administer the Interim ISAT assessment every month and the data will be used to guide core instruction. Interims for the first two weeks will focus on the tools available for the ISAT test, where to find them, and how to use them. The interims will be modeled by our capacity builder to each individual class, and students will then be given the opportunity to practice numerous times before the summative assessment in April.	

Need 2

Area of Improvement: Math Achievement / Growth

SMART Goal: *250 characters max*

Imagine Math: By May 2026, FHE students in K-2 will increase 7% on quantile score for individual students. ISAT Math: By May 2026, students 3-5 will increase from 7% proficiency and above to 14% proficiency or above on the Summative ISAT for Math.

☐ Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

#	**Strategy** *Describe the activity/program that will be implemented to meet the stated*	**Evidence-Based** *Well-designed and well-implemented studies to support the strategy listed*	**Measured for Effectiveness**	**Remov**

goal. How will it be implemented? By whom? How often?
List each strategy in a separate row

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

2- **Strategy Category:**

1 Building Cohesive Curriculum & Instruction

Strategy:

Envisions is the math curriculum chosen by the district to be used in grades K-5.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

What Works Clearinghouse dictates the following programs are evidence-based: enVisions

Monitoring/Evaluation:

Schedule for 2025-2026 for enVision math to include 60 minutes 4 days per week. Lesson plans are submitted to the principal weekly. Principal takes the lesson plans into observations to ensure fidelity to the Essential Standards and the curriculum.
Accountability for Tier I instruction will include consistent, monthly feedback from principal.
Faculty collaborates regarding Math instruction and interventions.
PLC teams meet twice a month. Meeting will include an agenda and data to drive instruction.
PLC teams will report data and growth to the Leadership Team. The Leadership Team will then decide on appropriate professional development to teach best practices. We are utilizing the Impact (Idaho Mathematics Project for Achievement, Coaching and Teaching Professional Development for the 2026-2027 School Year) sponsored by ISU and presented by ISU Math Coach Courtney Lamb.
Interventionist and capacity builder attend PLC meetings. Faculty meeting monthly to discuss student data and develop further interventions. We will continue PLC Teams

				with a focus on data driven decision making.
	2-2	**Strategy Category:** Interventions / Credit Recovery **Strategy:** Imagine Math and Freckle Math will be rotated daily by teachers for 30 minutes for practice and monitored monthly.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** What Works Clearinghouse dictates the following programs are evidence-based: enVisions Imagine Math Star Math	**Monitoring/Evaluation:** Imagine Math Interventions have been used for the past three years. Eighty perent of the schools within the Blackfoot School District using Imagine Math have been proficient in Imagine Math. Growth will be monitored through Imagine Math Benchmark Assessments. Students will know their trajectory scores and set goals with their teacher for Imagine Math and Star Math.
	2-3	**Strategy Category:** Improving School Culture & Climate **Strategy:** ISAT Math Interims Grades 3-5 block interims monthly from October until March for review of ISAT content and test taking procedures.	**Evidence Level:** Strong Evidence ***Cite/Link research to support the Evidence level chosen:*** What Works Clearinghouse dictates the ISAT is the summative evaluation used by the State of Idaho.	**Monitoring/Evaluation:** Starting in October, grades 3-5 will administer the Interim ISAT assessment every month and the data will be used to guide core instruction. The interims will be modeled by our capacity builder to each individual class, and students will then be given the opportunity to practice numerous times before the summative assessment in April.
Need 3	**Area of Improvement:** ELA Achievement / Growth	**SMART Goal:** *250 characters max* By May 2027, K-5 students will improve writing skills, demonstrated by increased accuracy in grammar, spelling, and punctuation,	Remove	

and writing the appropriate number of paragraphs for their grade level, as measured by a writing rubric.

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?*	**Remov**
3-1	**Strategy Category:** Building Cohesive Curriculum & Instruction **Strategy:** Writing Revolution is being used to teach sentence structure and appropriate paragraph lengths aligned with grade-level expectations. Teachers have worked hard to align the writing standards K-5. This year, teachers are looking for more opportunities to write.	**Evidence Level:** Promising Evidence *Cite/Link research to support the Evidence level chosen:* The Writing Revolution 2.0: A Guide to Advancing Thinking Through Writing in All Subjects and Grades 2nd Edition. It provides the road map they need, clearly explaining how to incorporate the Hochman Method into their instruction, no matter what subject or grade they're teaching and regardless of the ability level of their students.	**Monitoring/Evaluation:** A rubric created from the Writing Revolution Strategies, will be utilized by teachers in grades K-5 to monitor the writing progress of their students throughout the 2026-2027 school year.	☐

Need 4

Area of Improvement: Other

Other Description: *50 characters max*
Leadership Team Roles and Responsibilities

SMART Goal: *250 characters max*
By May 2027, the Leadership Team will meet bi-weekly to identify appropriate PD and strategies to address ELA, writing, and math

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goals established by the team and to analyze data to determine the strengths and needs of the students and teachers.

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?*	**Remov**
4-1	**Strategy Category:** School & Teacher Leadership Development **Strategy:** The leadership team is comprised of a Sped Teacher, a K-2 representative, a 3-5 representative, and interventionist, a capacity builder from the SDE, a parent when available, and the principal. The Leadership Team meets bi-monthly to discuss details of the PLCs and student scores, and to make recommendations for next steps and best practices.	**Evidence Level:** Strong Evidence *Cite/Link research to support the Evidence level chosen:* Hattie's Research dictates that teacher efficacy is one of the top strategies for best practices.	**Monitoring/Evaluation:** The effectiveness of the team will be monitored by the Leadership Team through a needs assessment and Leadership survey as well as sign in sheets, student scores, and teacher feedback.	☐

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.

Decrease in State funding had an impact. However, we have been fortunate to obtain a small amount from grants to increase intervention activities and practices to help meet the academic needs of our high poverty students.

3. Where will this improvement plan be publicly available?

https://www.bfsdforthall.org

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

The Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness through monthly classroom walkthroughs, teacher observations every trimester, monthly Amira, STAR, and Imagine Math progress monitoring for ELA and Math, and staff feedback through PLC's. Leadership Team, and faculty meeting minutes, parent and community input through monthly Indian Education Committee Meeting Minutes. Students are rewarded for movement within tiers as well as tier to tier movement. Faculty will discuss data to determine if interventions and instruction are helping students increase ELA and math scores or if adjustments need to be made.

Annual Budget

Allocation for 2026-2027	$30,811
Carry-over from previous year as of 9/30/2026	$0

Total Allocation $30,811

Obj.Code	Description	2026-2027
100	Salaries *Include the number of FTEs and PTEs for each position*	Amount: $22,811 Description: Intervention Para Salary 1 FTE $18,637; Classroom Para Salary .5 FTE $4,174
200	Employee Benefits	Amount: $0 Description:
300	Purchased Services (non travel)	Amount: $8,000 Description: Impact (Idaho Mathematics Project for Achievement, Coaching and Teaching) for all teachers Grades K-5, Sped, and Interventionist @ $1,000 per certified teacher
380	Travel Expense	Amount: $0 Description:
400	Supplies & Materials	Amount: $0 Description:
500	Capital Objects	Amount: $0 Description:
800	Indirect Costs Indirect Cost Rate:	Amount: $0 Description:
	Budget Total	$30,811

Upload Files

Files

- Fort Hall Schedule FY27 - Monday.pdf
- Fort Hall Schedule FY27 - Tuesday.pdf
- Fort Hall Schedule FY27 - Wednesday.pdf
- Fort Hall Schedule FY27 - Thursday.pdf
- FH Data Gallery Walk Notecatcher (1).docx
- Blackfoot Data Analysis Protocol.pdf
- Debbie Cycle of Work Based Data.docx.pdf

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: walkrebe@sd55.org at 10/12/2026 10:15:33 AM