FORT HALL ELEMENTARY SCHOOL (0387)
Submitted by: walkrebe@sd55.org at 12/15/2025 10:13:49 AM
Approved by: pdalrymple@edu.id at 12/15/2025 10:54:13 AM

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
Ryan Wilson	Assisstant Superintendent	wilsryan@sd55.org	☐
Debbie Steele	Fort Hall Elementary Principal	steedebr@sd55.org	☐
Amy Smith	First Grade/Content Teacher	smitamy@sd55.org	☐
Tyler Wood	Third Grade/Content Teacher	woodtyle@sd55.org	☐
Vanessa Arviso	Indian Ed 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	Parent/Community Member	beaselen@sd55.org	☐
Ashley Armstrong	School Counselor	armsashl@sd55.org	☐
Rebecca Stewart	Interventionist	stewrebe@sd55.org	☐
Beverly Klug	Grandparent/Community Member	beverlyklug@isu.edu	☐

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 one teacher from our K-2 team, one teacher from our 3-5 team, a sped teacher, a counselor, 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 focu should accelerate student outcomes toward state proficiency levels and include Strong Evidence Based

- Example SMART Goal Template: By *(month/year)*, *(who/what)* will increase/decrease *(amount)* *(desired level)* as measured by *(tool/assessment/data set)*.

- **Example SMART Goal:** By May 2025, our math proficiency rate will increase 8 percentage poir 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* IRI ELA - By May, 2026, FHE students, K-3, will increase from 39% proficiency to 44% 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.	☐ Remove

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? He Using what tool/assessment/dat*
1-1	**Strategy Category:** Building Cohesive Curriculum & Instruction ⌄ **Strategy:** Teachers will 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.	**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/Evalua** Lesson plans are submitted to the principal weekly. Principal takes the lesson plans into observations to ensu fidelity to the Essen Standards and the curriculum. Accountability for 1

instruction will incl
consistent, monthly
feedback from prin
and ELA coach. Fac
collaborates regardi
ELA instruction and
interventions.

PLC teams meet tw
month. Meeting wil
include an agenda a
data to drive instruc
PLC teams will rep
data and growth to t
Leadership Team. T
Leadership Team w
then decide on
appropriate professi
development to teac
best practices.

Interventionist, ELA
coach, and capacity
builder attend PLC
meetings.
Faculty meeting
monthly to discuss
student data and de
further interventions

Continue PLC Team
with a focus on data
driven decision mak

1-2	**Strategy Category:**	**Evidence Level:**	**Monitoring/Evalua**
	Interventions / Credit Recovery ⌄	Strong Evidence ⌄	ELA Push-ins have
	Strategy:	*Cite/Link research to support the Evidence level chosen:*	used this past year,
	Evidenced Based Interventions: Amira Reading Suite, Lalilo/Freckle for 1st & 3rd grades, Imagine Language and Literature for K and 2nd grades, Heggerty Phonemic Awareness Program, UFLI Reading Program Fluency binders, Foundational Skills Explicit Instruction Routines and Videos, Practice activities linked to Essential Standards	What Works Clearinghouse dictates the following programs are evidence-based: Amira, Heggerty, UFLI Reading Program, Houghton Mifflin Harcourt	have not been utiliz fidelity. This year, U Fleuncy/Compreher Binders will be monitored with a st tracking form at the front of the binder. Reading Program Intervention will tak place from 12:30-1 Tuesday through Thursday. Para Push are scheduled for 3

adults per classroom
30 minutes daily for
small group centers
practice with the
Essential Standards.
These centers will b
monitored through
teacher check-out of
activities and throug
principal observatio

Monitoring/Evalua

Our teachers have b
using HMH Into
Reading for the past
years. We are utilizi
our capacity builder
Togiai and our ELA
coach Kathy Luris t
observe, model and
coach teachers using
HMH. During this
process, teachers are
scheduled to comple
peer observations w
peers from FHE and
Jefferson School as
use Teaching Like A
Champion strategies
their HMH instructi

Strategy Category:

Developing Effective Teaching

1-
3 **Strategy:**

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

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/Evalua

Starting in Septemb
grades 3rd-5th will
administer the Interi
ISAT assessment ev
month and the data
be used to guide cor
instruction. The inte
will be modeled by
capacity builder to e
individual class, and
students will then be
given the opportunit
practice numerous ti
before the summativ
assessment in April.

Strategy Category:

Improving School Culture & Climate

1-
4 **Strategy:**

ELA ISAT Interims grades 3-5, block
interims monthly from September 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.

| Need 2 | **Area of Improvement:** Math Achievement / Growth | **SMART** ☐ **Goal:** *250 characters max* | Remove |

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 10% proficiency and above to 14% proficiency or above on the Summative ISAT for Math.

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? He Using what tool/assessment/dat*
2-1	**Strategy Category:** 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 Imagine Math Star Math	**Monitoring/Evalua** Schedule for 2025-2 for enVision math to include 60 minutes days per week. Lesson plans are submitted to the principal weekly. Principal takes the lesson plans into observations to ens fidelity to the Essen Standards and the curriculum.

Accountability for 1
instruction will inclu
consistent, monthly
feedback from princ
Faculty collaborates
regarding Math
instruction and
interventions.

PLC teams meet twi
month. Meeting wil
include an agenda a
data to drive instruc
PLC teams will repo
data and growth to t
Leadership Team. T
Leadership Team wi
then decide on
appropriate professi
development to teac
best practices.

Interventionist and
capacity builder atte
PLC meetings.
Faculty meeting
monthly to discuss
student data and dev
further interventions

Continue PLC Team
with a focus on data
driven decision mak

2- 2	**Strategy Category:**	**Evidence Level:**	**Monitoring/Evalua**
	Interventions / Credit Recovery ⌄	Strong Evidence ⌄	Imagine Math
	Strategy:	*Cite/Link research to support the Evidence level chosen:*	Interventions have t used for the past two years. Eighty percen
	Imagine Math and Imagine Math Facts will be used by teachers for 30 minutes a day Tuesday through Thursday and will be monitored monthly. Additonally, STAR Math will be progress monitored monthly.	What Works Clearinghouse dictates the following programs are evidence-based: enVisions Imagine Math Star Math	the schools within th Blackfoot School District using Imagi Math have been proficient in Imagin Math. Growth will t monitored through Imagine Math Benchmark Assessments.

Students will know
trajectory scores and
goals with their teac
for Imagine Math a
Star Math.

Monitoring/Evalua

Starting in Septemb
grades 3rd-5th will
administer the Interi
ISAT assessment ev
month and the data
be used to guide cor
instruction. The inte
will be modeled by
capacity builder to e
individual class, and
students will then be
given the opportunit
practice numerous t
before the summativ
assessment in April.

Strategy Category:

Improving School Culture & Climate ⌄

2-3

Strategy:

ISAT Math Interims Grades 3-5 block
interims monthly from September 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.

Need 3

Area of Improvement:

ELA Achievement / Growth ⌄

SMART Goal: *250 characters max*

By May 2026, K-5 students will improve writing skills, demonstrated by increased accuracy in grammar, spelling, and punctuation, and writing the appropriate number of paragraphs for their grade level, as measured by a writing rubric.

☐ Remove

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? H...* *Using what tool/assessment/dat...*
3-1	**Strategy Category:** Building Cohesive Curriculum & Instruction ⌄ **Strategy:** Writing Revolution curriculum will be used to teach sentence structure and appropriate paragraph lengths aligned with grade-level expectations.	**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. Building on the success of the original best-seller, this new edition of The Writing Revolution adds valuable guidance for teachers seeking a way to bring their students' writing ability up to rigorous state standards. The Writing Revolution 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/Evalua...** A rubric created fro... the Writing Revolut... curriculum, will be utilized by teachers grades K-5 to monit... the writing progress... their students throug... the 2025-2026 scho... year.

Need 4

Area of Improvement:
Other ⌄

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

SMART Goal: *250 characters max*
By May 2026, the Leadership Team will meet bi-weekly to identify appropriate PD and strategies

☐ Remove

	to address ELA, writing, and math 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? Ho Using what tool/assessment/dat*
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, an 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/Evalua** The effectiveness of team will be monito by the Leadership T through a needs assessment and Leadership survey a well as sign in sheet 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 small 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, teachers observations every

trimester, monthly Amira, STAR, and Imagine Math progress monitoring for ELA and Math, and staff feedback through PLCs, Leadership Teams, 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 2025-2026	$18,637
Carry-over from previous year as of 9/30/2025	$0
Total Allocation	$18,637

Obj.Code	Description	2025-2026
100	**Salaries** *Include the number of FTEs and PTEs for each position*	Amount: $18,030 Description: Intervention Para salaries for 1 FTE
200	Employee Benefits	Amount: $607 Description: Partial Para benefit for 1 FTE
300	Purchased Services (non travel)	Amount: $0 Description:
380	Travel Expense	Amount: $0 Description:
400	Supplies & Materials	Amount: $0 Description:
500	Capital Objects	Amount: $0 Description:
800	Indirect Costs Indirect Cost Rate: 2.93 %	Amount: $0 Description:
	Budget Total	$18,637

Upload Files

Files

- Fort Hall Schedule FY26.xlsx
- FHE ISAT Interim Assessments 2025-26.xlsx
- Peer Observation Fort Hall (1).docx

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 12/15/2025 10:13:49 AM